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PEABODY JOURNAL OF EDUCATION

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THE TEACHERS COLLEGE PRESIDENTS LOOK AT 1944

The American Teachers College is perhaps the main anchor of our educational line. Its standards at the moment—in common with all other colleges—are subject to some confusion, its performance to some dilution. Many of its staff are no longer on the campus. Its young men and many of its young women are away somewhere fitting themselves into the defense of our national faith. Many of its classrooms are filled with young men in khaki wrestling with the laws that guide an airplane in its flight. Or on its campus the khaki columns march and wheel or stand in rigid respect to the colors which slowly drift groundward.

The talk is of war, not all but much. If the class is chemistry it moves under the terrible motivation of high explosives; if geography, never in the history of man have places on the ground or the flow of air currents above the ground been of such extreme significance. The war is not in the background of the teachers college; it is in the foreground; indeed it *is* the foreground.

But 1944 will not be the end of things. The clear, sweet notes of the trumpet will sink into silence, the hoarse thunder of the cannon will die away among the Thuringian hills. The war will be over. Those who now wear khaki or blue will put on the clothes they used to wear, and time will take up again—not where it left off, for where it left off isn't there any more. The old signposts will not be there, but new ones will. And then the teachers college will again be the main anchor of American public education turning its vision and its effort to the welfare of American children.

In the meantime 1944 is enormously important. The presidents are conscious of its strategy. Read what they have to say.

Few students will enter college in 1944. They will be women. A few of these will become teachers by long-considered vocational choice. This few of a few, by fractional multiplication, will not equal one-tenth of those needed if pupils are to have culturally grown-up teachers.

Can more be recruited by appeal to the patriotic service motive? No; other careers are calling just as honestly and with greater urge.

Shall we doll up the teaching profession with glamor? Hardly; high school graduates have had twelve years of happy but not recklessly glamorous education.

Fill corridors with WITLESS posters? Why waste the paper?

Proclaim that teaching offers a permanent career? Too long as a teacher is what a great proportion of entering students fear.

Give teaching its merited recognition? How? Service stripes or bands make proud our veteran conductor friends on the railroads. Imagine the pride of the teacher whose sleeve proclaimed "I have served in this position five (or ten) olympiads!

We shall make little progress by following analogies that do not apply. We shall help the promising few to become master teachers. We shall do all that is possible for the emergency recruits who can really get so much in a single semester or term. We shall continue to speed into some other useful pursuit the few whom we cannot help.

Doing the best we can with what we have will not solve the problem. We shall remain alert to what happens and occasionally help things to happen. America still wants teachers, and means will be devised to find them.

SHELDON DAVIS,
Dillon, Montana.

In O. Henry's extraordinary story, "A Municipal Report," Azalea Adair of Nashville, Tennessee, says, "I have traveled many times around the world in a golden airship wafted on two wings—print and dreams." Again, in Azalea's home town where, in O. Henry's story, "few things out the ordinary ever happen," a plane takes flight wafted on two wings; the Peabody Journal of Education, and Teachers College Presidents' Dreams for 1944. Here are a couple of bad dreams.

We saw farmers paid to raise pigs and not to raise pigs, and shall see in 1944 inconsistencies in teachers' salaries, hasty curriculum changes, pedagogical rabble rousing, bad school legislation, duplication of effort.

Right now we are raising a bumper baby crop. Three million babies born in 1943 in the U. S.! We must get enough Freshmen into the

teachers colleges in 1944 to take care of this baby crop when it begins to reach school in 1947. Freshmen, oh Freshmen, where are you now? But there are pleasanter dreams.

Men and women will come back from the war in 1944. Boys who have been round the world will return to Geography classes, girls who have been lieutenants will take up Child Psychology. Airmen will do Supervised Student Teaching. WAVES will become WITS. The worriers who worried when the young folks went away see breakers ahead. But we shall meet the challenge, as grandpa's old mare met the newly purchased horsewhip; first, a sudden break from a slow walk into a wild run; finally, a steady trot. What stimulation we shall get in 1944 from those who "ain't a goin to study war no more!"

Victory offers the best vision of all. The rejuvenated colleges can start the framework for lasting peace, based on justice, governed by universal brotherhood, under universal rule—The Golden Rule.

RALPH JENKINS,
Danbury, Connecticut.

John K. Jessup's contribution to the *Time, Life,* and *Fortune* bulletin, "America and the Future," provides the most realistic frame of reference for every educator's vision for 1944. This summary of an effective foreign policy contains a set of theses which should be studied and discussed in every principal's meeting and in every faculty conference during the coming months. What is the responsibility of our teachers colleges in this important work?

The first need is to engender a spirit of enthusiasm among all of the faculty members in the task of developing a sound public opinion as to the working bases of an enduring peace. Too many college instructors are prone to leave this issue to the social science department. The task is too large and too important for any one group, regardless of the competence of its members. Instructors in such fields as science, fine arts, literature, foreign languages, etc., can render effective service in helping their students to understand the full significance of the principle of freedom under law.

An alert and positive attitude on the part of faculty and students in this patriotic endeavor will naturally result in conferences, meetings, addresses, and radio talks for the general public. Here is an unexcelled opportunity for leadership by college groups in every section of the country.

The schools have inculcated patriotism in the minds and hearts of eight million American youth in our armed forces.

Let us endeavor to insure that this terrific price in human lives and

suffering shall not have to be paid again. The teachers colleges in 1944 can render no more important service than that of developing sound public opinion to support a foreign policy which insures the safety of freedom everywhere.

C. M. HERLIHY,
Fitchburg, Massachusetts.

The Western Illinois State Teachers College plans to institute a five-year teacher training program, starting in June, 1944. The completion of the teacher education five-year program will give the student a Master of Science in Education degree. Western is taking this step toward giving graduate work at this time as (1) the smaller enrollment permits the inauguration of graduate work without any additional capital outlay or increase in number of faculty members; (2) there is a decided need for such teacher-education as evidenced by inquiries from people in the territory of Western; (3) educational qualifications for all teaching positions are being increased in Mid-Western states; (4) Western has a well qualified faculty and facilities to give graduate work.

The second major change at Western is the offering of a two year general college course to care for the many men returning from service who are not sure they wish to become teachers. This course will serve a dual purpose; (1) to function as a college tryout experience, and (2) to prepare students for the orientation of the professions, liberal arts, and teaching.

Western is definitely looking to and planning for the future in teacher education and in general education.

F. A. BEU,
Macomb, Illinois.

The principal function of teachers colleges in this area during the next year will be to carry on the work of training future teachers. Although enrollment is small, the quality of the student is somewhat better than before the war. We will turn out a fewer number of teachers but they will be of good quality to fill the waiting positions.

It will also be the function of these colleges to secure as many students to enter the teaching profession as possible. Because of state regulations the quality of entrants will not be lowered here although positions are being filled with people of poor personality and emergency certificates are being given to practically anyone who is willing to take a teaching position. This same situation is going to exist for many years after the war in the elementary schools and in some of the

special positions such as teacher librarian. Recruiting should be worked hard for these fields.

It will be the function of these teachers colleges to aid the war effort in every possible way such as training aviation students, Navy V-12's, link trainer, Army postal clerks, nurses, etc., for the duration of the war.

Teachers colleges should aid in the rehabilitation work. It is hoped that the Federal Government will make known at an early date the rehabilitation work wanted and which is available to the teachers colleges. Teachers colleges can give rehabilitation, probably to a slight extent, in teacher training, because few soldiers will wish to enter teaching. But they can give rehabilitation work in business training, vocational training for machinists, mechanics, and other trades. This can be done by employing expert workmen in these fields who could do the teaching in the college shops. They could add brick-laying, plumbing, and many other needed vocations.

PAUL CHANDLER,
Clarion, Pennsylvania.

"The lights are going out in London. They are going out all over Europe and they will not be lighted in our day."

Such was the prophecy made in London in 1940; such was the gloomy status abroad for education at that time; and soon the shadows reached across the Atlantic to the American campus. In ever-increasing number, the Army, the Navy, the Marine Corps have been dominating college curricula; have been taking over community facilities. The ubiquitous college sweater has been giving way to business-like khaki and jaunty blue.

To the institutions whose security had been jeopardized by decreasing enrollment, the influx of these groups in uniform has been, perhaps, a welcome life line, but everywhere the shift from academic leisureliness to brisk military tempo has, of necessity, been a somewhat disturbing adjustment.

At last, however, the tide of battle has quite obviously turned. Dimout regulations have been suspended. Gradually the lights are beginning to gleam again. Nineteen hundred forty-four may quite easily find on college campuses fewer men developing skills and efficiency for the avowed purpose of spreading darkness, destruction, and death over the world.

What then? What of the men in service who will return to college, many of them confused, bewildered, "problem students"? The obligation is plain. The year of 1944 must find the colleges re-appraising

and clarifying their functions, re-vitalizing their curricula. This accomplished, the program may well be re-established on a normal rate of progress. Acceleration—working under pressure—is not conducive to thoughtful analysis. The men who come back, and we who did not go, must search together in increasing degree for a better understanding of the real nature of man. We must learn to think without fear, to face without evasion the issues of this present conflict. We failed to carry through our understanding twenty-five years ago. In 1944 we must not so fail again. Unless the students of 1944, and thereafter, see today's conflict as a contest to determine the nature and the function, the power and the limitations of the political state, the college will not be rendering service commensurate with the ideals for which the colleges were originally founded.

Is such reconstructionist activity too ambitious a program for the teachers colleges? Too impractical? Too idealistic? Then one denies the very essence of democracy.

CLAIR S. WIGHTMAN,
Paterson, New Jersey.

The Chinese have a word which means both danger and opportunity. This Chinese word is perhaps applicable when attempting to look at teacher training in 1944.

The danger facing teachers colleges in 1944 lies in the fact that there may not be opportunity to resume training an adequate number of teachers, for certainly no change in the trend of college enrollments can come until the war ends. The war in Europe, not to speak of the war in the Pacific, may not end next year. Unless it ends by spring, larger numbers of students are not likely to be enrolled in teachers colleges during the next year.

The year 1944, however, should present the best opportunity teachers colleges have had to date for the satisfactory training of a necessarily limited number of teachers, since most of the teachers colleges have staffs adequate for this task. Also, funds are available for purposes other than instruction. In-service training of teachers who have returned to the schools for the emergency can be carried on. This service is now being provided in the schools of the state of Washington by the State Department of Education and the five state higher institutions.

Planning for the postwar period will be another opportunity in 1944, and an exceedingly important one. Every teachers college faculty in the country should be planning now for the larger enrollments and curriculum changes to come.

In August, 1942, when the four-year certification requirement became effective, the teachers colleges in Washington assumed that they had issued the last elementary and junior high school certificates based upon three years of training. Within three months, however, in December, 1942, the State Board of Education passed a ruling, reluctantly of course, that the former requirement be resumed for the duration and that emergency elementary and junior high school certificates be issued upon the completion of three years of training. It is difficult now to set a date for the resumption of the four-year requirement. It is probably too much to hope that it will be resumed in 1944.

W. W. HAGGARD,
Bellingham, Washington.

Education in 1944! Only the uninitiated would venture prophecy. Obviously, our situation will depend upon the progress of the war. If the enemy is as strong as indicated in General Strong's report to Congress, there is every reason to feel that the immediate demands of war will make further inroads upon education. It is conceivable that reverses on the battlefront might motivate a demand for the suspension of all but elementary and technical education. On the other hand, the early cessation of hostilities would brighten the educational outlook. While 1944 may not produce the fabulous numbers that are supposed to return to the classroom, it would end the wartime drain of teachers which now perils the entire school system.

But 1944 should be a profitable year for those interested in education and the welfare of the youth of the nation. It will give us time to attempt answers to questions and problems that have annoyed us for more than a decade. Is there too much mass education? Has education failed to recognize the specific needs of individuals? Is the sixty minute period sacred? Have the products of our schools exhibited a social consciousness?

As we marshal the evidence for these and other questions, we shall not want for advice for surely the advocates of new disciplines and new panaceas will rush to print. Neither will the academic vested interests be silent. And as we evaluate the crisis in 1944 it might be well to ponder why education, the basis of democracy, has been so lightly respected both by the public and the professional educator.

E. H. KLEINPELL,
Valley City, North Dakota.

It may be a failing, but I think it is a good thing that most people are optimistic and are inclined to look to the future with hope. At

times, the past two years have not seemed too hopeful, but, as we look back, they have not been as bad as they were represented to us and many things have developed for the best.

For 1944, I am optimistic. The end of the war is in sight. Just how close or how far no one can tell, but we are on the road to victory. Now, even more than at the beginning of other New Years, is the time to take stock and see where we are headed, see what plans we can make to take advantage of the peace that cessation of hostilities will bring, and meet the many problems of a world turning to the ways of happiness.

Teachers colleges will have some problems in planning work and adapting courses for students who will enter college after taking part in war activities. These students will be a challenge to us, and I think we are going to meet this challenge satisfactorily. But we must keep in mind the first purpose of the teachers college—to train the best teachers we can to meet any eventuality that may face our civilization. I believe the teachers colleges, even better than they have in the past, are going to meet this challenge. Whether there be war or peace in 1944, the year will be an eventful one for all of us, and I believe that for the teachers colleges it will be a year that on January 1, 1945, we can look back on and say: "We have builded better than we thought."

J. S. JARMAN,
Farmville, Virginia.

Despite the complicated problems incident to this global war, and notwithstanding sharply reduced civilian enrollments, our colleges may look forward to the new year with sober optimism. Each passing month brings the end of the war closer to us; and when peace comes, our college enrollments will exceed anything that we have known in the past. Multiplied thousands of young men and women, determined as no other group in the past to take full advantage of college opportunities, will enter our halls, seeking the truth that shall make them free.

Our colleges must be ready for these students. In the light of the revelations of this World War, the curriculum must be adjusted to meet the needs of these students. In the main, our curricula are sound; they reflect the experience and the wisdom of the ages; but many of our college courses must be reorganized; others, to the mutual benefit of the students and the college, may be discarded. Moreover, there must be a fusing of many recognized existing courses. Intriguing and challenging opportunities await our curriculum builders. Let them

understand, however, that the conceits of the faddists must play no part in this. One neither writes a book nor constructs a curriculum as "busy work." A sound curriculum is an oak tree, not a morning glory—a tree, magnificent and strong.

Our colleges have measured up in this war. In cooperation with the Army and Navy, they have made unique and valuable contributions to the war's success; and, when the war is won and peace comes, opportunities and responsibilities, greater than those in any previous era, will come to them. And, because this is true, let me say again that we await the new year with "sober optimism."

JAMES H. RICHMOND.
Murray, Ky.

This is the year for thinking, discussion, planning and organizing the college for the action year that will follow the armistice. The student body is only a third its former numbers. The faculty is half its former size. The fundamental organization of the college is intact. The older experienced administrative group has not changed. Choice younger men and women are on leave but choice older faculty people are still here. Teaching and administrative loads are lighter. This is the year of years to utilize the very great talents, learning and experience for the constructive thinking that will build the curriculum for post-war needs.

The onrush of mighty events in the Pacific colors our every thought. The expectation of bombed west-coast cities has given way to our constant anxiety for those who at this moment are seeking out the enemy in southern and central waters. At the close of the war we know we shall face a new Pacific Area. Life will be complex, involved, challenging, crowded, competitive; whether it will be rich, satisfying, upbuilding, only time can tell.

The Old West has left a rich heritage. Men revere Father Serra and Captain Anza, Brigham Young, Jason Lee, Marcus Whitman and Starr King. There was power in the days of the Big Four, in the days of gold and silver, mines and railroads, wheat and lumber and wine. There is a New West, of power and industry, of manufacturing and commerce, of irrigation and light metals, of streamlined trains and ships and planes.

In building the new curriculum in 1944, this faculty faces a new phase of the age-old struggle of the heritage of culture versus the modern and the useful. The ideal will remain the balanced diet of the most worthwhile in the Liberal Arts, the most useful in teacher training and other professions, and the most uplifting in music, art, and literature.

More than a million service men and women, men and women in specialized war industries will return to civilian life,—many of them to complete interrupted college and university training. Not by bread alone will they be fed and fitted for competent and useful lives. They will be seeking the languages and literature, sciences, philosophy, psychology, social sciences old and new, music, art, hygiene and health, technical and professional training of every kind. They will soon crowd our classrooms, and they will be impatient, hurrying, ambitious, and critical. They will know what they want.

Not lightly do we face the educational tasks of 1944.

ALEXANDER C. ROBERTS,
San Francisco, California.

College Presidents are not prophets, but the nature of their jobs makes them ever hopeful,—always prayerful; maybe at times, over-optimistic. The President and the campus are alike, in that they both "lie" about the college.

"Over the hump" is an expression now come into good usage. I believe it expresses the situation of the Teachers Colleges. Already service men are returning to civilian life for many reasons. Even if the war continues through 1944, a goodly number will resume their interrupted program of higher education. It is the policy of our Federal Government to give these men every encouragement to go back to college. Our experience in building our war machine has demonstrated with greater clarity, the absolute necessity of higher education for the greatest possible number of our citizens. Everybody can now see that education is the greatest bulwark for an enduring form of democratic government.

I therefore look forward and go forward with utmost hope and faith.

W. H. S. WHITE,
Shepherdstown, West Virginia.

Since the great exodus of college students and the mad rush for military student personnel have both about reached their limit for the current year, we now have our eyes on the fall enrollment for 1944. Will there be even fewer students entering or continuing in teacher training institutions? Will there be an increase or a decrease in the demands upon teachers colleges for service in fields other than teacher training?

Without doubt military events of the next few months will have much to do with shaping the program and the type of personnel we are

to serve. However, there are other factors in the picture that would seem to offer an answer to these questions.

It is our belief that the acute shortage of teachers and the accompanying increase in demand, will tend to attract more high school graduates in 1944 than we enrolled from the class of 1943. Military enlistments, defense jobs, and even civilian work should have more nearly reached a saturation point by that time. Thousands of soldiers and sailors will have been demobilized and given their old jobs, while the new high school graduates will not find employment so easy or attractive as it was for the graduates of 1942 and 1943. Should the war end in the meantime, high school graduates of the past three years will flock back to our colleges in great numbers and fill the class-rooms to near capacity.

What other demands may be placed upon us are less certain as to their nature, since they will depend very largely upon the turn of events. It seems reasonable, however, that the colleges of America will continue to train some military personnel for the period of the war, and that they should have even heavier responsibilities for the education of returned service men during the period of reconstruction.

GLENN W. TODD,
Lewiston, Idaho.

Mr. Winston Churchill, British Premier, in his address at an Honors Convocation at Harvard University made two significant statements. He said, "The empires of the future will be the empires of the mind," and "Greatness entails responsibility."

If the empires of the future are to be the empires of the mind, then the teachers colleges of our country are in an enviable position for all of the teachers in such institutions immediately become empire builders. Our colleges have been founded for the purpose of developing the minds of prospective teachers who, in turn, are to develop the minds of the youth of our country. From many obscure points in our country have come and will come many masters of today and tomorrow. Somewhere today a teacher is an empire builder, for a human mind is being cultivated. As we face the New Year I would like to think that all teachers will find Mr. Churchill's statement a stimulating challenge.

In the second statement, "Greatness entails responsibility," our profession is again challenged. If we are to build empires, we can't ignore the very foundations upon which our physical empire rests. Today is a great day, but tomorrow promises problems and greatness if we are wise enough to meet our responsibilities. The teachers must look for

native ability, and leadership and followership possibilities. We are not only responsible for the guidance of such young people, but we also are responsible for the material to be used by the minds of today and tomorrow. We are responsible, therefore, for the minds and the subject-matter that we use to develop them.

A great day is ahead—truly, we are empire builders. I hope that as we enter the New Year we can say with William Allen White, "I am not afraid of tomorrow for I have known yesterday, and I love today."

CHARLES L. ANSPACH,
Mount Pleasant, Michigan.

With war everywhere about us, one could very easily adopt an attitude of defeatism and cynicism, and agree that the world has gone to the dogs. But somehow faith shines through the gloom, and I see quite another picture of the world of tomorrow. I know, of course, that there are world shaking readjustments ahead of us, that peace will not come by armistice this time, but only as men will work out a world federation that will outlaw international banditry. Many people wonder whether social science can keep up with the stupendous advances of science now accentuated ten-fold by the necessities of war, but man will accept the challenge and rule the machine, rather than fly to pieces mentally before an undreamed of new world. It will be a glorious adventure, and will call for the spirit of the old pioneer plus mental alertness and knowledge of a high order.

That is why the college will experience a new day, too, for the youthful pioneers will need intensive and thorough training. Not only must they understand the full significance of the new implements that science is fashioning, but they must learn how to use them for the good of all mankind. They must learn again the message of the Master that all men are brothers, that swords can be beaten into plowshares and men need not learn war any more. These young men and women must be social engineers, and we must not fail them as they look to us for guidance and stimulation. God grant us the vision of a beautiful tomorrow, and strength to make that dream come true!

W. R. DAVIES,
Eau Claire, Wisconsin.

"After the war—what?" is in everyone's mind and it often finds spoken expression. A great variety of prophecies and proposals are being offered. Certainly we know

(1) that men and women released from direct war service must be orientated to peace-time life and work,

(2) that men and women, varying greatly in age, intellectual equipment, vocational experience, and social outlook, who are engaged in defense employment must be absorbed into peace-time economy,

(3) that a new generation of war babies must be educated to take their place in a complex industrialized, socialized, and mechanized society.

The task of getting these three objectives accomplished will be to a considerable degree political. Government must face these issues and perform a large part. The business interests of the nation are clamoring for an opportunity to show what they can do in constructive service. But the effectiveness of the effort made both by government and business will depend upon

(1) the degree to which we the people are prepared to comprehend the problems and cooperate in their solution, and

(2) the skill which both government and business show in teaching and leading the people.

The task of education after the war will be greater than ever before. Schools must do all that they have ever done plus added effort in the field of social leadership and service. Teachers Colleges, therefore, must prepare teachers to work intelligently and effectively with children both in and out of school and also with the adult population serving as interpreters of vital issues and leaders in constructive causes. Courses must be offered which will develop proper concepts and experiences must be provided which will give teachers ease in working with people of a variety of interests and abilities. Teachers Colleges must plan their courses more definitely than ever before and must conduct them so that functional results will be assured.

MARVIN S. PITTMAN,
Statesboro, Georgia.

Sam Houston State Teachers College, like other colleges during wartime, is faced with the problem of maintaining its standards of scholarship and service to civilian students and of lending all possible facilities to aiding the war effort.

To the civilian students we shall continue to offer the essentials of a liberal and technical education. Especially is it true that a teachers college, whose graduates go forth to instruct a younger generation, should consider her first duty to be that of training her students to become good citizens of a democracy. In the years that face the young people now in college, their participation in public affairs will determine whether or not a just peace will be maintained. They must be trained in the principles of democratic government and understand

the practical application of these theories. They must know something of other forms of government for a consideration of comparative values. In order to understand his own age and to relieve the tension of everyday life, the student must be provided with a background of the history and literature of his own country and at least a general knowledge of the history and literature of the world; a thorough grounding in the effective use of at least the English language is essential for communication of ideas. For health of mind and body, a knowledge of the arts and of the laws of health, and participation in some physical recreation is emphasized. For the student who wishes to teach industrial education and for the student who desires to enter the post-war industrial world, we shall provide a thorough and practical knowledge of machinery and technical subjects. Uppermost in faculty conceptions of the part the college must play in critical times is that of serenity of spirit induced by clear thinking and spiritual guidance, both of which must be and are constantly fostered here.

As a practical application of the good-neighbor policy, we have inaugurated a summer field school at the University of Puebla, Mexico, and a friendly relationship has developed between the faculty of the American School in Puebla and the students and faculty of Sam Houston State Teachers College. For two years Mexican students have attended Sam Houston State Teachers College. Last year two of our senior students spent six months as teachers in the American School, and at present a group of teachers from this school is spending two months visiting classes of the college and demonstration school in Huntsville. Personal friendships have developed, and each is learning to understand and appreciate the language and customs of the other.

As our contribution toward the progress of the war, the college has trained enlisted personnel as administrative clerks and pre-engineering students. We shall continue to offer our facilities to the government so long as those facilities are needed.

Sam Houston State Teachers College, though its faculty is diminished in number by the calls of the armed forces, appreciates the difficulties and opportunities it faces during the coming year and stands ready to meet whatever demands are made for the education of both the civilian and the military student.

HARMON LOWMAN,
Huntsville, Texas.

THE HIGH SCHOOL SCIENCE LIBRARY FOR 1942-43

HANOR A. WEBB
(Editor of *Current Science*)
George Peabody College for Teachers

Manufacturers of automobiles, farm machinery, and home appliances are not alone in the swing to war production. The publishers of science books have also responded to our Nation's needs; for this our nineteenth annual issue of "The High School Science Library" offers evidence.

A call came from the U. S. Office of Education, the National Bureau of Aeronautics, the War Department, and other agencies, for text books in pre-induction science. Publishers responded quickly, and liberally. They invested their own editorial "know-how," their own production skill, their own money, to supply the requested texts with unprecedented promptness. On their own initiative a great variety of supplementary titles related to the war effort, in many phases, were published.

There has never been a time when a high school library was more in need of *new* books. The present List and its immediate predecessor (of which copies are still available) shows how wisely certain new books in science guide the earnest student. They direct his attention to the knowledge and skill his Nation needs immediately. They outline his effective training. Other titles broaden his view with new concepts of life in an Age of Applied Science.

As in all of the previous Lists, a system of grouping titles into budgets is offered as a suggestion for the earlier and successive purchases, having a *balance* between areas of science in mind. Titles in the $10 budget add to approximately that amount. Fifteen dollars *more* completes the $25 budget; twenty-five dollars *more* the $50 budget, and so on. Each budget includes all the titles in the budgets below it. Since $200 is considered a generous budget for science books, there has been no selective judgment for titles that are above this cumulated value, and the word "Over" indicates titles for budgets of more than $200.

Librarians will disregard these budget suggestions when special interests are involved. Large classes in Pre-induction Courses, for example, should be richly served by the library with a variety of trade books for supplementary reading and reference in the special areas—aviation, mechanics, etc.—of these courses.

Publishers and Their Addresses

In the list that follows the publishers are indicated briefly. Their full names and addresses are given here:

Aeronautics: National Aeronautics Council, 37 W. 47th St., New York, N. Y.
Allyn: Allyn & Bacon, 50 Beacon St., Boston, Mass.
American Book: American Book Co., 300 Pike St., Cincinnati 2, Ohio.
American School: American School Publishing Corp., 470 Fourth Ave., New York 16, N. Y.
American Tech.: American Technical Society, Drexel and 58th St., Chicago 37, Ill.
Appleton: D. Appleton-Century Co., 35 W. 32nd St., New York 1, N. Y.

Barnes: A. S. Barnes & Co., 67 W. 44th St., New York 18, N. Y.
Blakiston: The Blakiston Co., 1012 Walnut St., Philadelphia, Pa.
Bobbs: Bobbs-Merrill Co., 724 N. Meridian St., Indianapolis 7, Ind.
Botanic: The Botanic Publishing Co., Box 724, Cincinnati, Ohio.

Cattell: Jaques Cattell Press, N. Queen St., Lancaster, Pa.
Caxton: Caxton Printers, Caldwell, Idaho.
Chemical: Chemical Publishing Co., 26 Court St., Brooklyn 2, N. Y.
Chicago: University of Chicago Press, 5750 Ellis Ave., Chicago, Ill.
College: College Entrance Book Co., 104 Fifth Ave., New York 11, N. Y.
Columbia: Columbia University Press, 2960 Broadway, New York 27, N. Y.
Comstock: Comstock Publishing Co., Cornell Heights, Ithaca, N. Y.
Cornell: Cornell Maritime Press, 241 W. 23rd St., New York, N. Y.
Crowell: The Thomas Y. Crowell Co., 432 Fourth Ave., New York 16, N. Y.

Day: John Day Co., 2 W. 45th St., New York 19, N. Y.
Dodd: Dodd, Mead & Co., 432 Fourth Ave., New York 16, N. Y.
Doubleday: Doubleday, Doran & Co., Garden City, N. Y.
Dryden: The Dryden Press, 103 Park Ave., New York, N. Y.
Dutton: E. P. Dutton & Co., 286 Fourth Ave., New York 10, N. Y.

Funk: Funk & Wagnalls Co., 354 Fourth Ave., New York 10, N. Y.

Ginn: Ginn & Co., Park Sq., Boston, Mass.
Goodyear: Goodyear Tire and Rubber Co., Akron, Ohio.

Harcourt: Harcourt, Brace & Co., 383 Madison Ave., New York 17, N. Y.
Harper: Harper & Brothers, 49 E. 33rd St., New York 16, N. Y.
Harvest: Harvest House, 50 W. 17th St., New York 3, N. Y.
Heath: D. C. Heath & Co., 285 Columbus Ave., Boston, Mass.
Henley: The Norman W. Henley Publishing Co., 17 W. 45th St., New York 19, N. Y.
Holt: Henry Holt & Co., 257 Fourth Ave., New York 10, N. Y.
Houghton: Houghton Mifflin Co., 2 Park St., Boston, Mass.

International: International Textbook Co., Scranton, Pa.
Iroquois: Iroquois Publishing Co., 386 Fourth Ave., New York 16, N. Y.

Knopf: Alfred A. Knopf, 501 Madison Ave., New York 17, N. Y.

Lea: Lea & Febiger, 600 S. Washington Sq., Philadelphia, Pa.
Lippincott: J. B. Lippincott Co., E. Washington Sq., Philadelphia, Pa.
Little: Little, Brown & Co., 34 Beacon St., Boston, Mass.
Longmans: Longmans, Green & Co., 55 Fifth Ave., New York 3, N. Y.
Lyons: Lyons & Carnahan, 2500 Prairie Ave., Chicago, Ill.

McBride: Robert McBride & Co., 116 E. 16th St., New York, N. Y.
McGraw: McGraw-Hill Book Co., 330 W. 42nd St., New York 18, N. Y.
Macmillan: The Macmillan Co., 60 Fifth Ave., New York 11, N. Y.
Macrae: Macrae Smith Co., 1712 Ludlow St., Philadelphia, Pa.
Manual Arts: The Manual Arts Press, 237 N. Monroe St., Peoria, Ill.
Messner: Julian Messner, 8 W. 40th St., New York, N. Y.

Metro: Metro Publications, 50 W. 17th St., New York 3, N. Y.
Minnesota: The University of Minnesota Press, Minneapolis, Minn.
Morrow: William Morrow & Co., 386 Fourth Ave., New York 16, N. Y.

Nelson: Thomas Nelson & Sons, 385 Madison Ave., New York 17, N. Y.

Oklahoma: The University of Oklahoma Press, Norman, Okla.
Oxford: Oxford University Press, 114 Fifth Ave., New York 3, N. Y.

Plastics: Plastics Industries Technical Institute, 221 N. LaSalle St., Chicago, Ill.
Prentice: Prentice-Hall, 70 Fifth Ave., New York 11, N. Y.

Radio: Radio Technical Division, Murray Hill Books, 232 Madison Ave., New York 16, N. Y.
Rand: Rand McNally & Co., 536 S. Clark St., Chicago 5, Ill.
Reinhold: Reinhold Publishing Corp., 332 W. 42nd St., New York 18, N. Y.
Reynal: Reynal & Hitchcock, 386 Fourth Ave., New York 16, N. Y.
Ronald: The Ronald Press Co., 15 E. 26th St., New York 10, N. Y.
Row: Row, Peterson & Co., 1911 Ridge Ave., Evanston, Ill.

Saunders: W. B. Saunders Co., 218 W. Washington Sq., Philadelphia, Pa.
Schaum: Schaum Publishing Co., 611 Broadway, New York 12, N. Y.
Science: Science Research Associates, 1700 Prairie Ave., Chicago, Ill.
Scott: Scott, Foresman & Co., 623 S. Wabash Ave., Chicago, Ill.
Scribner: Charles Scribner's Sons, 597 Fifth Ave., New York 17, N .Y.
Silver: Silver, Burdette & Co., 45 E. 17th St., New York 3, N. Y.
Simmons: Simmons-Boardman Publishing Corp., 30 Church St., New York 7, N. Y.
Simon: Simon & Schuster, 1230 Sixth Ave., New York 20, N. Y.
Smith: Turner E. Smith & Co., 441 W. Peachtree St., N. E., Atlanta, Ga.
Steck: The Steck Co., Austin 1, Texas.
Stokes: Frederick A. Stokes Co., 237 S. Sixth St., Philadelphia, Pa.

Underwriters: The National Board of Fire Underwriters, 85 John St., New York, N. Y.

Vanguard: Vanguard Press, 424 Madison Ave., New York 17, N. Y.
Van Nostrand: D. Van Nostrand Co., 250 Fourth Ave., New York 10, N. Y.
Viking: Viking Press, 18 E. 48th St., New York, N. Y.

Washburn: Ives Washburn, 27 W. 57th St., New York, N. Y.
Webster: Webster Publishing Co., 1008 Washington Ave., St. Louis, Mo.
Whitman: Albert Whitman & Co., 560 W. Lake St., Chicago, Ill.
Wiley: John Wiley & Sons, 440 Fourth Ave., New York 16, N. Y.
Williams: The Williams & Wilkins Co., Mt. Royal and Guilford Aves., Baltimore 2, Md.
Winston: John C. Winston Co., 1006 Arch St., Philadelphia, Pa.
World Book: World Book Co., 313 Park Hill Ave., Yonkers-on-Hudson, N. Y.
World Publishing Co.: 2231 W. 110th St., Cleveland 2, Ohio.

1942-1943 BOOK LIST, PUBLICATIONS IN SCIENCE

TITLES, AUTHORSHIP, PUBLISHERS, AND CLASSIFICATION IN FIELDS AND PRICE GROUPS, WITH ANNOTATIONS

THE SPIRIT OF SCIENCE

\$50 *Readings for Citizens at War.* Theodore Morrison and others, Editors. x, 390 pp. '43. Harper ..... \$ 1.75
Sections III on Science and IV on Thinking are very stimulating.

Over *Science at War.* By George W. Gray. xiv, 296 pp. '43. Harper .. 3.00
About physicists, electricians, chemists, physicians, and others; for seniors.

Forward with Science. By Rogers D. Rusk. xiv, 308, vi pp. '43. Knopf 3.50
Interpreting electrons, cosmic rays, atom smashers, etc., for seniors.

Science Remakes Our World. By James Stokley. xiv, 299 pp. '42. Washburn 3.50
Twenty-one chapters of the newest knowledge—physical, chemical, biological.

A Treasury of Science. Harlow Shapley and others, Editors. xii, 7166 pp. '43. Harper 3.95
Sixty-three selections of diversity as a century, topic, philosophy; for seniors.

Men of Scientific Achievement

$50 *American Women of Science.* By Edna Yost. xx, 232 pp. '43. Stokes 2.00
Fascinating life stories of a distinguished dozen.

America's Greatest Inventors. By John C. Patterson. xii, 240 pp. '43. Crowell 2.00
The lives and works of eighteen who made our Nation prosperous.

Chennault of the Flying Tigers. By Sam Mims. 255 pp. '43. Macrae 2.00
Thrilling life story from boyhood to dare-deviltry over China.

$200 *Young Audubon: Boy Naturalist.* By Miriam E. Mason. 198 pp. '43. Bobbs 1.50
Telling juniors how he learned to observe, and to paint.

Wide Fields: the Story of Henri Fabre. By Irmengarde Eberle. viii, 193 pp. 43. Crowell 2.50
Young folks' story of the odd and earnest scientist who was the insects' friend.

George Westinghouse: Fabulous Inventor. By H. Gordon Garbedian. x, 235 pp. '43. Dodd 2.50
Clever biography that weaves drama and humor into a striking life story.

Luther Burbank, Plant Magician. By John Y. Beaty. 251 pp. '43. Messner 2.50
Instructively, more botany than biography.

Marconi: Pioneer of Radio. By Douglas Coe. x, 272 pp. '43. Messner 2.50
All the drudgery and the glory vividly described.

Walter Reed, Doctor in Uniform. By L. N. Wood. vi, 277 p. '43. Messner 2.50
How a mild scientist conquered a world scourge—yellow fever.

Glenn Curtiss: Pioneer of Naval Aviation. By Alden Hatch. x, 294 pp. '42. Messner 2.50
Timely biography of a flyer who built his own, with many rare photographs.

Over *Matthew Fontaine Maury: Trail Maker of the Seas.* By Hildegarde Hawthorne. viii, 226 pp. '43. Longmans 2.25
Fascinating story of the Navy's most noted scientist.

General Science, Chemistry, and Physics

(See also list of texts in General Science, Chemistry, Physics.)

$200 *Students' Handbook of Elementary Physics.* By Robert Bruce Lindsay. xvi, 382 pp. '43. Dryden 2.25
Concise trouble-shooter for difficult concepts; not a text.

Over *Mechanical Physics.* By Herbert Dingle. 248 pp. '42. Ronald 2.25
Matter, heat and sound are thoughtfully discussed by a British author.

Sub-Atomic Physics. By Herbert Dingle. 272 pp. '43. Ronald 2.25
A British author's scholarly presentation of light and electricity.

Physics Tells Why. By Overton Luhr. x, 318 pp. '43. Cattell 3.50
Everyday phenomena explained with clarity and humor.

The Science of Home and Hobbies

(See also list of Pre-Induction Books in Mechanics, Shop.)

$10 *Make It Yourself.* By Julian Starr, Jr. x, 333 pp. '38, '43. World Pub. 0.49
Low-priced reprint of a home craftsman's practical guide.

Fire Prevention Education. By Charles E. Hawkins. xx, 356, v pp. '42. Underwriters 0.85
Rich in projects, programs, demonstrations, poster ideas.

Our Home and Family. By Laura Baxter and others. vi, 213 pp. '43. Lippincott 1.20
Practical guide for courtesies as well as chores.

A Boy and a Battery. By Raymond F. Yates. 120 pp. '42. Harper 1.50
The many experiments let him learn and laugh.

Fun with Magic. By Joseph Leeming. x, 86 pp. '43. Stokes 2.00
Dozens of tricks with coins, cards, rings, rope, mind-reading for a swell show.

$50 *Dynamo Farm.* By Adam Allen. 283 p. '42. Lippincott 2.00
A 4-H Club story of how young folks discovered electricity as a farm aid.

Housekeeping Made Easy. By Linda Marvin. xiv, 422 p. '43. Vanguard 1.98
Over 2,000 helpful hints well arranged in proper chapters.

$100 *Foundations for Living.* By Fern Silver, Mildred G. Ryan. x, 615 pp. '43. Appleton 2.12
Covering a surprising number of personal and family topics.

$200 *The Microscope and Its Use.* By Frank J. Munoz, Harry A. Charipper. xii, 334 pp. '43. Chemical 2.50
How to get best results with minerals, tissues, polarized light, photography.

Consumer Training. By Edward William Heil. xiv, 584 pp. '43. Macmillan 2.72
Ten units of great variety—foods, clothing, medicines . . . recreation.

Over *Carpentry and Joinery Work.* By Nelson L. Burbank. iv, 248 pp. '42. Simmons 4.00
A presentation—much broader than its title—of practical physics, mathematics, biology, literature, art of house construction.

Practical Fingerprinting. By B. C. Bridges. x, 374 pp. '42. Funk 4.00
How to take the prints, develop them, and read them.

Cloth and Costume

(See also list of texts in Home Economics.)

Over *The Arts of Costume and Personal Appearance.* By Grace M. Morton. x, 400 pp. '43. Wiley 3.50
The science and psychology of fabrics and garments, liberally illustrated.

Textiles. By William H. Dooley. xiv, 790 pp. '43. Heath 4.00
Revised, enlarged edition includes new synthetics, new finishes.

Science in Industry

(See also list of Pre-Induction Books on Electricity, Mechanics, Shop.)

$10 *Machines for America.* By Marshall Dunn, Lloyd N. Morrisett. xii, 164 pp. '43. World Book 0.80
Elementary, interesting, illustrated descriptions from a variety of industries.

Power for America. By Marshall Dunn, Lloyd N. Morrisett. x, 164 pp. '43. World Book 0.80
Presenting steam, oil, electricity as sources; many simple demonstrations.

$100 *Plastics from Farm and Forest.* By E. F. Lougee. xii, 159 pp. '43. Plastics 2.00
Clearly describing processes and products of the newest industry.

$200 *Merriman's Strength of Materials.* By Edward K. Hankins. viii, 148 pp. '42. Wiley 1.50
The mathematics and physics of beams, cables, shafts, joints, etc.

The Amazing Petroleum Industry. By V. A. Kalichevsky. 234 pp. '43. Reinhold 2.25
Simple chemistry of the processes and products.

Exploring the Graphic Arts. By Anthony Marinaccio, Burl Neff Osborn. xviii, 275 pp. '42. International 2.50
All aspects of printing—manuscripts, type, presses, cuts and color, papers, inks, bindings, and more—and we use books so much!

These Mysterious Rays. By Alan L. Hart. xiv, 218 pp. '43. Harper 2.75
Simply explaining X-rays, radium, and ultra-violet treatments.

Over *Synthetic Adhesives.* By Paul I. Smith. xiv, 125 pp. '43 Chemical 3.00
Composition and use of those plastics that stick plywood planes together.

Plastics: Problems and Processes. By Dale E. Mansperger, Carson W. Pepper. xxiv, 350 pp. '42. International 3.00
Offering a great variety of construction projects with these materials.

Applied Mechanics. By Raymond M. Biehler. xii, 291 pp. '43. Harper 3.25
Stressing mathematics; for the best physics students.

Plastics. By J. H. DuBois. xiv, 435 pp. '43. American Tech. 3.75
Enlarged and revised to cover all new technology, as synthetic rubber.

Substitutes. By H. Bennett. x, 225 pp. '43. Chemical 4.00
Alphabetical list of scarce chemicals, drugs, raw materials, fibers, etc., with acceptable substitutes—often ten or more for each.

Pyrotechnics, Civil and Military. By G. W. Weingart. xii, 220 pp. '43. Chemical 5.00
Chemistry and craftsmanship for fireworks—a novel volume!

The Earth's Crust

(See also list of texts in Physiography.)

$10 *Soil.* By Bertha M. Parker. 36 pp. '43. Row 0.28
Featuring gorgeous color photos of soil-forming, -using, -conserving.

$50 *Geography for the Businessman.* By Eugene Van Cleef. xii, 246 pp. '43. Harper 2.75
How maps are related to markets, climate to customers.

$200 *America's Natural Wealth.* By Richard Lieber. xvi, 245 pp. '42. Harper 2.50
Use and abuse of our minerals, water, forests, soil, scenery.

Over *Minerals.* By Herbert S. Zim, Elizabeth K. Cooper. viii, 368 pp. '43. Harcourt 3.00
Suggestions for collection, identification, display.

Soil Science. By C. E. Millar, L. M. Tark. xii, 462 pp '43 Wiley 3.75
Valuable reference for biology, chemistry, physics, agriculture students.

Minerals in World Affairs. By T. S. Lovering. x, 394 pp. '43. Prentice 4.00
Includes history, geology, economics of fuels and industrial metals.

The Earth's Atmosphere

$100 *Fogs, Clouds and Aviation.* By William J. Humphreys. 200 pp. '43. Williams 3.00
The causes and significance of many forms, with striking photographs.

$200 *Basic Principles of Weather Forecasting.* By Victor P. Starr. xxviii, 299 pp. '42. Harper 3.00
Rich in surface and 10,000-foot pressure maps, charts, and new interpretations.

Meteorology for Ship and Aircraft Operation. By Peter Kraght. x, 371 pp. '43. Cornell 3.00
Explaining all types of sailing and flying weather, with striking diagrams.

Over *Weather Study.* By David Brunt. 215 pp. '42. Ronald 2.25
Scholarly explanations of weather principles by a British author.

Visibility Unlimited. By Ernest G. Vetter. xviii, 352 pp. '42. Morrow 4.00
What an airman does about the weather; excellent on instruments.

Ways of the Weather. By William J. Humphreys. vi, 400 pp. '42. Cattell 4.00
Knowledge that "Everyman" and his son should have.

Weather Elements: a Text in Elementary Meteorology. By Thomas A. Blair. xviii, 401 pp. '42. Prentice 4.00
Excellent reference on forecasting, world weather, climates, etc.

Exploration and Travel

$10 *Exploring Our World.* By Charles C. Barnes, Elsie M. Beck. x, 403 pp. '43. Lippincott 1.28
What a student would see in journeys to our country's corners, other continents.

$100 *On Your Own.* By Samuel A. Graham, Earl C. O'Roke. 150 pp. '43. Minnesota 2.00
How to avoid misery, or death, in a wild country.

Road to Alaska. By Douglas Coe. 176 pp. '43. Messner 2.50
How men and machines were driven relentlessly to finish it in '42.

$200 *Alaska Under Arms.* By Jean Potter. xiv, 200 pp. '42. Macmillan 2.00
How planes and radio are remaking the Territory.

Over *Alaska Diary:* 1926-1931. By Ales Hrdlicka. xvi, 414 pp. '43. Cattell 5.00
Daily notes on four trips, observing nature and natives.

The Friendly Arctic. By Vilhjalmur Stefansson. xxxviii, 812 pp. '43. Macmillan 5.00
Reprinting one of exploration's thrillers, with an added chapter for today.

Transportation by Air

(See also Pre-Induction books on Aeronautics.)

$10 *Aircraft Spotters' Handbook.* L. C. Guthman, Editor. x, 370 pp. '43. Aeronautics 1.00
Presenting a tried system, plus over 1,300 photos and diagrams.

$25 *Wings for America.* By Marshall Dunn, Lloyd M. Morisett. xii, 244 pp. '43. World Book 1.00
First aviation lessons to juniors; striking photographs.

Model Planes for Beginners. By Horace H. Gilmore. 94 pp. '42. Harper 1.25
Detailed directions for this timely construction hobby,

Airplanes and How They Fly. By Marshall McClintock. viii, 94 pp. '43. Stokes 2.00
Primer of aviation for juniors, simple in text and diagram.

$50 *Air Workers Today.* By Alice V. Keliher and others. 56 pp. '42 Harper 1.00
One of fifteen "picture-fact books" on American industry; striking photos.

The Story of the Airship (Non-rigid). By Hugh Allen. x, 74 pp. '42. Goodyear 1.00
First book with full descriptions of these craft and their war duties.

Fighter Facts and Fallacies. By John G. Lee. 63 pp. '42. Morrow 1.25
Describing fighter planes as to size, shape, performance; fine diagrams.

$100 *Flying Furies.* By Keith Ayling, Wallis Rigby. 46 pp. '42. Nelson 1.50
Exciting text and gorgeous action water colors.

Jordanoff's Illustrated Aviation Dictionary. By Assen Jordanoff. viii, 415 pp. '42. Harper 3.50
Each of 2,057 definitions has picture or diagram, either serious or in cartoon style.
A truly instructive, unusual book.

$200 *Flying Men and Medicine.* By E. Osmun Barr. xvi, 254 pp. '43. Funk 2.50
What happens to eyes, ears, nerves, lungs, heart, digestion during flight.

Your Wings. By Assen Jordanoff. x, 294 pp. '42. Funk 3.00
Revised, enlarged edition with big, clear diagrams and best teaching aids.

Through the Overcast: the Weather and the Art of Instrument Flying. By Assen Jordanoff. xii, 356 pp. '43. Funk 3.00
This revised edition features the clearest diagrams we have seen.

Safety in Flight. By Assen Jordanoff. xii, 371 pp. '42. Funk .. 3.00
How airmen beat the weather with the aid of instruments.

Man Behind the Flight. By Assen Jordanoff. vi, 308 pp. '42. Harper 3.50
Explaining all aspects of ground service for the planes.

Over *The Airplane and Its Components.* By William R. Sears. x, 75 pp. '42. Wiley 1.25
Concise introduction to the engineering problems of airplane design.

Aircraft Carrier. By Robert Alexander Winston. 88 pp. '42. Harper 2.00
Featuring a superior selection of official Navy photographs.

Tomorrow We Fly. By William B. Stout, Franklin M. Reck. viii, 160 pp. '43. Crowell 2.00
An inventor and an editor devote an entire book to aviation's future.

American Warplanes. By Elizabeth Mallett Conger. xii, 161 pp. '43. Holt 2.00
Text for juniors, photos for everybody.

Chemistry and the Aeroplane. By Vernon J. Clancey. 176 pp. '43. Ronald 2.25
British author presents fuels, metals, plastics, etc., as chemistry's gifts.

The War Plane and How It Works. By Burr Leyson. 224 pp. '43. Dutton 2.50
Describing its guns, power turrets, speed and ceilings, gyro, etc.

Aerial Photographs: Their Use and Interpretation. By A. J. Eardley. xxiv, 203 pp. '42. Harper 2.75
Richly illustrated with plates; emphasis on geologic and military mapping.

War Wings: Fighting Planes of the American and British Air Forces. By David C. Cooke. 228 pp. '43. McBride 2.75
Flight photos of fighting planes, large and small, and their equipment.

Aircraft Electrical Systems. By William F. Jorch. xii, 208 pp. '43. Ronald 3.00
Full "trouble-shooting tables" for each device.

Air Navigation. By Herbert S. Zim. x, 324 pp. '43. Harcourt .. 3.00
Clear discussion of maps, weather, instruments, rules.

Man In the Air. By Herbert S. Zim. xii, 332 pp. '43. Harcourt 3.00
What the pilot must endure physically, with tests and training.

Wells' Manual of Aircraft Materials and Manufacturing Processes. By T. A. Wells. viii, 202 pp. '42. Harper 3.50
Properties of the metals, woods, plastics, etc.; details of cutting, riveting, welding, heat treating, gluing, etc.

Aircraft Electricity. By Norman J. Clark, Howard E. Corbitt. xviii, 350 pp. '42. Ronald 3.50
Details of all electrical instruments, wiring diagrams, servicing, etc.

How Our Army Grew Wings. By Charles deForest Chandler, Frank P. Lahm. xiv, 333 pp. '43. Ronald 3.75
Detailed history of the Army's interest in balloons and planes to 1914.

Transportation by Land

Over *Transport for War.* By Edward Hungerford. 272 pp. '43. Dutton 3.00
Inside story of how rail, water, highway and air carriers met their problems in '43.

Railroading from the Head End. By S. Kip Farrington, Jr. xx, 296 pp. '43. Doubleday 3.50
Unique volume describing rides in locomotives in all parts of our Nation.

Diesel Locomotives—Mechanical Equipment. By John Draney. viii, 472 pp. '43. American Tech. 4.00
Details of principles, operation, maintenance of these efficient engines.

Transportation by Water

$100 *Subchaser Jim.* By Josef Berger. vi, 302 pp. '43. Little 2.00
Vivid fiction full of practical sea-science.

Over *Shipbuilding Blueprint Reading.* By Joseph L. Tomlinson. 208 pp. '42. American Tech. 2.75
Ship blueprints are different, hence this practical volume.

Fathoms Below. By Frank Meier. 319 pp. '43. Dutton 3.00
A master-diver thrills us with true tales of salvage from wrecks.

The United States Navy: a History. By Carroll Storrs Alden, Allan Westcott. x, 452 pp. '43. Lippincott 4.00
The story also contains science of ships and the sea.

COMMUNICATIONS

(See also Pre-Induction books on Radio.)

$50 *Electrical and Radio Dictionary.* By Carl H. Dunlap, Enno R. Hahn. 110 pp. '43. American Tech. 1.00
Clear, concise definitions, with full symbol diagrams.

Radio from Start to Finish. By Franklin M. Reck. 160 pp. '42. Crowell 2.00
First a history, then descriptions of studios, transmitters, FM, television.

Over *Elements of Radio.* By Abraham Marcus, William Marcus. xiv, 699 pp. '43. Prentice 3.20
Explaining each part as to principles, construction, position in hook-up.

Basic Electricity for Communications. By W. H. Timbie. x, 603 pp. '43. Wiley 3.50
Principles that all workers in radio, telephony, industrial electronics must understand. Superior reference for seniors and radio amateurs.

Radio Troubleshooter's Handbook. By Alfred A. Ghirardi. viii, 743 pp. '42. Radio 5.00
Each weakness of every model is listed as to symptoms and remedy. Includes auto radios. Data as to all small parts—tubes, condensers, etc.—supplied. A complete reference.

IN REALMS OF SPACE

Over *Galaxies.* By Harlow Shapley. viii, 229 pp. '43. Blakiston 2.50
Information from recent photographic surveys of the heavens is interpreted.

Atoms, Stars and Nebulae. By Leo Goldberg, Lawrence H. Aller. vi, 323 pp. '43. Blakiston 2.50
Astronomers' answers to seniors' questions as to the heavens.

The Greatest Eye in the World. By A. Frederick Collins. xx, 266 pp. '42. Appleton 3.00
Telescopes from Galileo to Palomar, with descriptions of nine great observatories.

THE LIVING WORLD

(See also list of texts in Biology.)

$25 *Along Nature's Highway.* By Carroll Lane Fenton. 96 pp. '43. Day 1.25
Describing one hundred different animals and plants, with forty drawings.

Wonders of Living Things. Anon. 215 pp. '43. Metro 1.98
A galaxy of interesting drawings and photos, with concise text on curiosities.

$100 *Adventures with a Microscope.* By Richard Headstrom. xxiv, 232 pp. '42. Lippincott 2.00
A guide to thrills in nature; many drawings.

Now That We Have to Walk: Exploring the Out-of-Doors. By Raymond Tifft Fuller. 256 p. '43. Dutton 2.50
A back-to-nature book full of descriptions and fine philosophy.

Over *Exploring Tomorrow's Agriculture.* By Joseph W. Eaton. xvi, 255 pp. '43. Harper 2.75
Changes in rural life that the Co-operatives may bring.

PLANTS OF LAND AND WATER

$10 *Herbs Easy to Grow in Your Victory Garden.* By David S. Marx. 62 p. '43. Botanic 0.10
Fifty-five leaf prints; brief descriptions of the most fragrant and flavorful.

Over *The Green Earth: an Invitation to Botany.* By Harold William Rickett. iv, 353 p. '43. Cattell 3.50
Thoughtful chapters on botany as a beautiful, and useful, study.

Animals Wild and Tame

\$50 *Meeting the Mammals.* By Victor H. Cahalane. x, 133 pp. '43. Macmillan 1.75
Fine pen drawings, interesting descriptions of some seventy furry creatures.

\$200 *Animal Tracks.* By George F. Mason. 95 pp. '43. Morrow 1.50
Vivid full-page drawings of forty-four wild creatures, and their footprints.

The Grasshopper Book. By Wilfrid S. Bronson . vi, 128 pp. '43. Harcourt 1.75
Fascinating stories about a large insect family.

Here Come the Elephants. By Gertrude Orr. 208 pp. '43. Caxton 2.50
Dramatic tales of their training from babyhood to circus stars.

Over *Insect Invaders.* By Anthony Standen. xvi. 228 pp. '43. Houghton 3.50
Describing our grand strategy in a real fight for life against these enemies.

A Guide to Bird Watching. By Joseph J. Hickey. xvi, 262 pp. '43. Oxford 3.50
How bird lovers may make real contributions to science.

Diseases and Parasites of Poultry. By Edgar Hugh Barger, Leslie E. Card. 399 pp. '43. Lea 3.75
Timely third edition to conserve the "victory flocks."

The Mammals of Eastern United States. By William J. Hamilton, Jr. xii, 432 pp. '43. Comstock 4.00
Featuring maps showing the areas in which more than 250 species live.

The Foods of Man

(See also list of texts in Home Economics.)

\$10 *The Meaning of Nutrition.* By Harriet Stone. 64 pp. '43. Little 0.44
Featuring gorgeous color plates, photos, and concise text.

The Wartime Cook Book. By Alice Bradley. 128 pp. '43. World Pub. 0.49
The practical recipes have alternates to meet the rationing.

\$25 *Good Nutrition for Everybody.* By L. Jean Bogert. viii, 165 pp. '43. Chicago 1.50
Stressing foods you should eat and can get in war time.

\$100 *Meatless Meals.* By Jean Prescott Adams. 192 pp. '43. Whitman 1.50
Tried recipes that ease ration worries; coffee alternates, too.

The Science of Nutrition. By Henry C. Sherman. xii, 253 pp. '43. Columbia 2.00
Proving that life can be made longer and better by selected, enriched foods.

\$200 *Canning, Preserving, and Jelly Making.* By Janet McKenzie Hill, Sally Larkin. xiv, 143 pp. '43. Little 1.75
Timely recipes for home and community kitchens, adjusted to sugar rations.

Vitality through Planned Nutrition. By Adelle Davis. xiv, 524 pp. '42. Macmillan 2.20
The value of each foodstuff, vitamin, and mineral is clearly described.

Common Edible Mushrooms. By Clyde M. Christensen. x, 124 pp. '43. Minnesota 2.50
How to gather with discrimination, cook with taste, eat with safety.

More Thoughts for Food. Anon. vi, 282 pp. '43. Vanguard 2.50
Big book of new recipes, including meatless days and Sunday nights.

Over *Food Poisoning.* By G. M. Dack. xii, 138 pp. '43. Chicago 2.00
Scholarly discussion of chemicals, plants, animals, germs, and other dangers.

The Food You Eat. By Samuel Glasstone, Violet Glasstone. viii, 278 pp. '43. Oklahoma 2.25
Menus explained on basis of physiology; comprehensive on vitamins.

Nutrition and Physical Fitness. By L. Jean Bogert. x, 500 pp. '43. Saunders 3.00
Fourth edition is up-to-date on diets for young and old.

Food Processing. By A. O. Duncan. xiv, 544 pp. '42. Smith 3.00
Newest techniques of home and community freezing, canning, dehydration.

Tables of Food Values. By Alice V. Bradley. 224 pp. '42. Manual Arts 3.50
Permitting calculation of any type of diet.

Drying and Dehydration of Foods. By Harry W. Van Loesecke. 302 pp. '43. Reinhold 4.25
Practical details of commercial processes that are safe and profitable.

The Health of Man

$10 *Fundamental Exercises for Physical Fitness.* By Claire Colestock, Charles LeRoy Lowman. x, 167 pp. '43. Barnes 0.50
How the gymnasium may build stronger bodies for the future's soldiers.

$50 *What To Do Till the Doctor Comes.* By Donald B. Armstrong, Grace T. Hallock. vi, 355 pp. '43. Simon 1.00
Handy home volume with first-aid topics in alphabetical order.

$200 *Home Health and Nursing.* By Alma Long. xviii, 378 pp. '43. Appleton 1.72
Practical instructions aiding zeal to become knowledge.

Behind the Sulfa Drugs. By Iago Galdston. xx, 174 pp. '43. Appleton 2.00
The story of chemotherapy, climaxed by the Sulfa Family.

The Sight Saver. By C. J. Gerling. 202 pp. '43. Harvest 2.00
Facts to counter the quacks in alphabetic topics about eyes.

Nurses In Action. By Julia O. Flikke. xiv, 239 pp. '43. Lippincott 2.50
History, training, duties of the Army Nurse Corps, with striking photos.

Physical Fitness for Girls. By Rosalind Cassidy, Hilda Clute Kozman. xvi, 223 pp. '43. Barnes 2.00
Teachers' treasure book of gymnasium activities and programs.

Physical Fitness for Boys. By Ben Miller and others. xviii, 457 pp. '43. Barnes 3.00
Hundreds of muscle- and morale-building exercises in a conditioning program.

Over *The War on Cancer.* By Edward Podolsky. 179 pp. '43. Reinhold 1.75
Explaining new hope in radium, X-rays, freezing, etc.

The Recreations of Man

$100 *Drills and Fundamentals.* By Claire Bee. xiv, 111 pp. '42. Barnes 1.00
They concern the maneuvers of basketball, with action photos, diagrams.

$200 Lawn Games. By John R. Tunis. xii, 84 pp. '43. Barnes 1.00
Rules for ten games that are mild yet full of fun.

Softball for Girls. By Viola Mitchell. viii, 120 pp. '43. Barnes 1.00
The science and art of baseball's sister game.

Over *Judo.* By T. Shozo Kuwashima, Ashbel R. Welch. xiv, 146 pp. '43. Prentice 1.89
Forty-one lessons in jui-jitsu—Japan's amazing system of personal combat.

A Camping Manual. By R. Alice Drought. viii, 167 pp. '43. Barnes 2.00
Practical counsel on health, activities, business management.

Sports Photography. By Lee Wulff. xvi, 184 pp. '42. Barnes .. 2.50
Striking action photos in all fields, and tricks of their taking.

Hiking, Camping, and Mountaineering. By Roland C. Geist. xii, 304 pp. 43. Harper 3.00
Chapters from experience on trails all over the Nation.

Individual Sports for Women. By Dorothy S. Ainsworth and others. vi, 392 pp. '43. Saunders 3.50
Full details on eight sports, making each a science.

The Development of Man

$25 *Child Care and Development.* By Marie O'Donahoe. 64 pp. '43. Little 0.44
For the high school student with younger brothers and sisters.

$50 *Learning to Care for Children.* By Dorothy E. Bradbury, Edna P. Amidon. x, 149 pp. '43. Appleton 0.96
A fine study for older brothers and sisters.

$100 *Psychology You Can Use.* By William H. Roberts. vi, 246 pp. '43. Harcourt 2.00
Teaching seniors many practical facts about attitudes.

Over *Child Development.* By Marian E. Breckenridge, E. Lee Vincent. x, 592 pp. '43. Saunders 3.25
Physical and psychological growth through the years; for science teachers.

Family Treasures. By David D. Whitney. 299 pp. '42. Cattell .. 3.50
What we do—and do not—inherit from our ancestors. Each feature—hair, eyes, mouth, ears, . . . toes, talents, studied separately. Fine photos are a feature.

Vocations of Man

$10 *Jobs In the Aircraft Industry.* By Albert T. Helbing. 48 pp. '43. Science 0.60
Clearly describing training and working conditions.

Women's Work and the War. By Mary Elizabeth Pidgeon. 48 pp. '43. Science 0.60
Descriptions include certain scientific jobs in which they excel.

$25 *Youth Future In Chemistry.* By V. F. Kimball, M. R. Bhagwat. 48 pp. '43. Science 0.60
Analyzing opportunities for both young men and women.

Occupations Today. By John M. Brewer, Edward Landy. vi, 377 pp. '43. Ginn 1.64
Good school work leads to an amazing variety of opportunities.

$50 *Wartime Jobs for Girls.* By Mary Rebecca Lingenfelter. x, 226 pp. '43. Harcourt 1.75
Includes work on farms, in homes, offices, shops, factories—and in uniform.

$100 *Wartime Opportunities for Women.* By Evelyn M. Steele. 181 pp. '43. Dutton 2.50
The chapter "Wanted—Scientists and Engineers" is particularly interesting.

Wartime Opportunities for Men. By Norman V. Carlisle. 205 pp. '43. Dutton 2.50
Specialties in the armed services, and useful work for those deferred.

Careers for Girls in Science and Engineering. By Evelyn Steele. 189 pp. '43. Dutton 2.50
Each field—physics, chemistry, geology, etc.—has its own chapter.

Your Career in Chemistry. By Norman V. Carlisle. 251 pp. '43. Dutton 2.50
Describing the many kinds of work that chemists—men **and** women—do.

$200 *How to Be a Forest Ranger.* By E. M. Steele. 215 pp. '43. McBride 2.25
Details of a career that keeps the trees and wildlife growing.

Your Career as a Food Specialist. By Doree Smedley, Ann Ginn. 199 pp. '43. Dutton 2.50
Opportunities in radio, reporting, hotels, airlines, hospitals, and elsewhere.

Girls at Work in Aviation. By Dickey Meyer. xviii, 209 pp. '43. Doubleday 2.50
Real stories of girls who got jobs—with and without grease.

Fighting Fire. By Burr W. Leyson. 254 pp. '43. Dutton 2.50
How the New York City Fire Department fights—and prevents—fires.

The Training of the Military

(See also list of Pre-Induction books.)

$100 *The Marines In Review.* By Norman V. Carlisle. 192 pp. '43. Dutton 2.50
Many of their activities involve practical science.

From the Ground Up. By Corey Ford, Alastair MacBain. x, 197 pp. '43. Scribner 2.50
Work and fun of an Army flier's training from boot camp to sealed orders.

The Army Engineers in Review. By Burr W. Leyson. 202 pp. '43. Dutton 2.50
Their varied duties shown by photos of training and battle.

The Navy Has Wings. By Fletcher Pratt. xvi, 224 pp. '43. Harper 2.75
Detailing each step of the naval airman's training.

$200 *Bombs Away.* By John Steinbeck. 185 pp. '42. Viking 2.50
Training, duties, skills of each member of the bomber's team.

PRE-INDUCTION TEXTS

Books specifically written for use in pre-induction courses on the high school level. They follow, in general, an outline of topics recommended by the U. S. Office of Education, the War Department, and other Government agencies.

Aeronautics

Operation of Aircraft Engines. By U. S. Navy Bureau of Aeronautics. x, 202 pp. '43. McGraw 0.90
Principles and instructions, with many helpful diagrams.

Physics Manual for Pilots. By U. S. Navy Bureau of Aeronautics. x, 229 pp. '43. McGraw 0.90
Concise, illustrated outline of aviation's physics, with problems.

A Pre-Flight Aeronautics Workbook. By Herbert A. Bauer. ii, 174 pp. '43. Winston 1.00
For individual use with any modern Aeronautics text.

Basic Physics for Pilots and Flight Crews. By E. J. Knapp. vi, 118 pp. '43. Prentice 1.25
Stressing concise statements, simple diagrams, many problems.

Principles of Flying. By U. S. Navy Bureau of Aeronautics. xii, 338 pp. '43. McGraw 1.50
Nomenclature, flight theory, and structures in simple explanations.

Aircraft Hydraulics. By Harold W. Adams. vi, 159 pp. '43. McGraw 1.75
Diagrams and charts for all aircraft machinery powered by oil.

Flying Power. By H. C. Hylander. xii, 164 pp. '43. Macmillan .. 2.00
Aircraft engines in principle and practice; covers accessories.

Basic Aircraft Construction. By Ross R. Peterson, Raymond E. Erickson. iv, 204 pp. '43. Prentice 2.00
Picturing all hand and machine tools; describing all operations.

Airplane Hydraulic Systems. By Hugh C. Aument, Jr. viii, 120 pp. '43. Ronald 2.25
Mechanics' handbook for all the fluid pressure devices.

Before You Fly: Essentials of Aeronautics. By Pearle T. Robinson and others. xvi, 568, lvi pp. '43. Holt 2.75
Enlarged second edition of a tested text, comprehensive and clear.

Automotive Mechanics

Automotive Mechanics. By Clarence G. Barger. viii, 342 pp. '43. American Book 1.60
Also available in two separate volumes; many references to war vehicles.

Elements of Automotive Mechanics. By Joseph Heitner and others. xii, 395 pp. '43. Van Nostrand 1.92
With many references to military machines.

Pre-Service Course in Automotive Mechanics. By James V. Frost. x, 545 pp. '43. Wiley 1.96
Stressing the simple physics of all the parts and operations.

Electricity

Fundamentals of Electricity. By Fred R. Miller. x, 220 pp. '43. Heath 1.00
Selecting topics and experiments of value in later Army training.

Fundamentals of Electricity. By Eugene B. Mapel and others. viii, 194 pp. '43. American Book 1.16
Featuring clear explanations of electrical instruments applied to war.

Fundamentals of Electricity. By Staff, Carnegie-Illinois Steel Corp. viii, 194 pp. '43. American Book 1.16
Featuring newest photos, and 139 demonstrations.

The Electrical Crafts. By William H. Johnson, Louis V. Newkirk. viii, 146 pp. '43. Macmillan 1.20
Featuring full-page diagrams and practical construction projects.

Fundamentals of Electricity. By Theodore D. Benjamin. xvi, 256 pp. '43. Scribner 1.20
Practical applications are chiefly to military instruments.

Elements of Electricity. By Erich Hausmann. viii, 260 pp. '43. Van Nostrand 1.24
Featuring aid for the necessary mathematics, and clear diagrams.

Fundamentals of Electricity. By William H. Johnson, Louis V. Newkirk. x, 212 pp. '43. Macmillan 1.32
Featuring large diagrams and photos, activities, and teaching aids.

Fundamentals of Electricity. By Charles E. Dull, Michael N. Idelson. xx, 456 pp. '43. Holt 1.48
Clear as to all basic topics, with experiments, teaching aids.

Basic Electricity. By Wilbur L. Beauchamp, John C. Mayfield. viii, 312 pp. '43. Scott 1.60
Its big pages permit the best photos and clearest diagrams.

Fundamentals of Electric Welding. By William Rice and others. vi, 138 pp. '43. Winston 1.75
Training manual of practical exercises to make skilled craftsmen.

Basic Electricity. By John L. Feirer, Ralph O. Williams. 244 pp. '43. Manual Arts 1.92
Aimed directly at military applications; official pictures.

Electricity and Its Applications to Civil and Military Life. By Charles A. Rinde. xii, 466 pp. '43. Harcourt 1.96
Describing strictly modern equipment, with many teaching aids.

Pre-Service Course in Electricity. By William C. Shea. x, 276 pp. '43. Wiley 2.00
First principles presented with pictures and problems.

Fundamentals of Electricity. By Wynne L. McDougal and others. 388 pp. '43. American Tech. 2.00
Information necessary for some twenty Army skills; large workbook available.

Electricity for Everyone. By Joseph R. Lunt, William T. Wyman. xii, 649 pp. '43. Macmillan 2.56
Many simple demonstrations, and diagrams of modern devices.

Geography

Globes, Maps, and Skyways. By Herbert A. Bauer. viii, 75 pp. '42. Macmillan 0.40
First knowledge for future navigators.

How to Read Military Maps. By Roderick Peattie. vi, 74 pp. '42. Reynal 1.50
Just what prospective sergeants, lieutenants, WAC truck-drivers, should study.

Manual for Instruction in Military Maps and Aerial Photography. By Norman F. Maclean, Everett C. Olson. xxvi, 150 pp. '43. Harper 1.75
Organized presentation of techniques and interpretations, with problems.

New World Horizons. Chester H. Lawrence, Editor. 94 pp. '42. Silver 2.00
An air-age geographic atlas, with unique maps in vivid colors.

MACHINES

Fundamentals of Machines. By Ellsworth S. Obourn, Gaylord C. Montgomery. vi, 218 pp. '43. Webster 0.72
Text-manual combination, lavish with diagrams and teaching aids.

Fundamentals of Machines. By Alexander Joseph. xvi, 255 pp. '43. Scribner 1.20
The diagrams feature newest devices and parts

Elements of Machines. By Frank L. Verwiebe and others. x, 222 pp. '43. Van Nostrand 1.24
Clear text and diagrams for the future soldier.

Fundamentals of Machines. By John A. Clark and others. xviii, 299 pp. '43. Houghton 1.24
Notable for its new photographs and teaching aids.

Machines. By Charles R. Wallendorf and others. viii, 300 pp. '43. American Book 1.24
Rich in diagrams of war devices, and explanations of their principles.

Fundamentals of Machines. By Charles E. Dull, Ira G. Newlin. xvi, 547 pp. '43. Holt 1.48
Satisfyingly clear as to all basic topics; experiments, teaching aids.

Mathematics for Machinists. By Reuben W. Burnham. xii, 253 pp. '43. Wiley 1.50
Heartily recommended to supplement the study of mechanics in physics classes.

Fundamentals of Machines. By Glenn M. Hobbs and others. 294 pp. '43. American Tech. 2.00
Information necessary for some twenty-five Army occupations; workbook also.

Pre-Service Course in Machine Science. By Samuel H. Liebowitz. viii, 440 pp. '43. Wiley 2.50
The war machines are described as practical examples.

METEOROLOGY

A Start in Meteorology. By Armand W. Spitz. xii, 97 pp. '42. Henley 1.50
Revised to include elements of the newest military courses; unique diagrams.

NAVIGATION

Air Navigation for Beginners. By Scott G. Lamb. 103 pp. '42. Henley 1.50
Specially written for Junior Air Reserves.

Elementary Avigation. By L. E. Moore. viii, 222 pp. '43. Heath 1.60
Combining mathematics with instruments, weather, maps, stars, radio.

Air Navigation. By E. R. Hamilton. 175 pp. '43. Ronald 2.00
British text on necessary knowledge of maps, winds, instruments, etc.

RADIO

Radio. By R. E. Williams, Charles A. Scarlott. x, 282 pp. '43. American Book 1.48
Clear diagrams, instructive explanations, war applications.

Elements of Radio. By Charles I. Hellman. xiv, 318 pp. '43. Van Nostrand 2.00
Modern—even up to the electron microscope.

Fundamentals of Radio. By L. O. Gorder and others. x, 373 pp. '43. American Tech. 2.00
Basic knowledge for Army and Navy radio training; newest instruments.

SHOPWORK

Technical Handbook for Solving Problems in Shop or Factory. By Edward H. Lang. iv, 108 pp. '43. Prentice 0.80
Presents the most practical formulas of applied physics.

Shopwork. By Edward C. Wicks and others. viii, 160 pp. '43. American Book 1.12
The uses of each tool for wood and metal are carefully explained.

Fundamentals of Shopwork. By William H. Johnson, Louis V. Newkirk. viii, 200 pp. '43. Macmillan 1.32
Features large diagrams of each tool and type of work.

Pre-Service Course in Shop Practice. By William J. Kennedy. vi, 337 pp. '43. Wiley 1.52
Plenty of applied physics and chemistry.

Fundamentals of Shopwork. By David J. Swartz and others. xvi, 464 pp. '43. Holt 1.60
Features large, clear diagrams of each hand and machine tool.

Fundamentals of Shopwork. By Albert A. Owens and others. viii, 152 pp. '43. Winston 1.75
Each tool and process explained, with fine photos and drawings.

Shopwork. By Edward C. Wicks and others. viii, 160 pp. '43. American Book 2.00
Very practical on use of hand and machine tools; rich in diagrams.

Machine Shop Science and Mathematics. By Joseph J. Eaton, Albert V. Free. 187 pp. '42. Manual Arts 2.00
Full of applied physics; chapter on shop chemistry.

Fundamental of Shop Training. By John T. Shuman and others. 327 pp. '43. American Tech. 2.00
Hand and machine tools used in some twenty Army occupations.

Oxy-Acetylene Welding and Cutting. By J. W. Giachino. 196 pp. '42. Manual Arts 2.50
Details of a craft based on the chemistry of metals.

HIGH SCHOOL AND COLLEGE TEXTS

The symbol (C) before a title indicates that the text is on the college level, but is recommended as valuable for reference for high school students and teachers.

Biology

Dynamic Biology Today. By Arthur O. Baker. Lewis H. Mills. x. 822 pp. '43. Rand 1.71
Twelve broad units rich in illustrations and activities.

Biology—Season by Season—for Catholic Schools. By Sister Mary Anthony Payne. xii, 675 pp. '42. American Book 2.32
Superior in organization, illustrations, teaching aids. Religious implications of biology are interesting additions.

(C) *Man and the Biological World.* By J. Speed Rogers and others. x, 607 pp. '42. McGraw 3.50
Distinctly well diagrammed and illustrated reference for students.

Chemistry

Vitalized Chemistry. By Russell T. Des Jardins. iv, 380 pp. '42. College 0.50
Concise review book, cleverly using red ink for emphasis.

(C) *Theory and Problems for Students of College Chemistry.* By Daniel Schaum, H. Mouquin. viii, 127 pp. '41. Schaum 0.80
A most helpful sequence of concise principles, solved problems, unsolved problems. Ideal for teachers' reference and practice.

Elements of Chemistry. By Raymond B. Brownlee and others. x, 707 pp. '43. Allyn 1.92
Revised to include newest processes of industry and home materials.

Modern Chemistry. By Charles E. Dull. xii, 604, xxiv pp. '42. Holt 2.00
Mammoth text full of new pictures, recent processes, teaching aids.

(C) *Organic Chemistry Simplified.* By Rudolph Macy. x, 431 pp. '43. Chemical 3.75
Not beyond the understanding of alert seniors in chemistry classes.

(C) *General Chemistry.* By L. E. Young, C. W. Porter, xii, 527 pp. '43. Prentice 3.75
Revised to include plastics, high-octane fuels, vitamins, etc.

General Science

This Age of Science. By Fred G. Erney, Junia E. McAlister. 144 pp. '43. Steck 0.55
A "worktext"—novel combination of text, manual, workbook in general science.

Science on the March: Book I. By John A. Clark and others. xiv, 249, vii pp. '43. Houghton 1.40
Eight units for eighth grade, featuring liberal teaching aids.

Science on the March: Book II. By John A. Clark and others. xiv, 340, xiii pp. '43. Houghton 1.40
Ten units for ninth grade, with new and striking photos.

Understanding Our Environment. By Franklin B. Carroll. xii, 438 pp. '43. Winston 1.60
Ten units of seventh grade science with plenty of experiments.

Understanding Our World. By Franklin B. Carroll. xiv, 554 pp. '43. Winston 1.72
Eleven units of eighth grade science, presenting many thought questions.

Understanding the Universe. By Franklin B. Carroll and others. xxii, 712 pp. '43. Winston 1.84
Sixteen units of ninth grade science make a large, diversified text.

Our Surroundings. By George W. Fowler and others. x, 757 pp. '43. Iroquois 1.80
Complete revision brings text up to television and PT boats.

(C) *Atoms, Rocks and Galaxies.* By John Stuart Allen and others. xii, 719 pp. '42. Harper 3.75
Well organized survey of physical science pushes sundry gates—to astronomy, geology, physics, chemistry, etc.—slightly ajar.

(C) *The Study of the Physical World.* By Nicholas D. Cheronis and others. xii, 884, xiv pp. '42. Houghton 3.85
A survey text easily read by the better high school seniors.

(C) *Man's Physical Universe.* By Arthur Talbot Bawden. xvi, 832 pp. '43. Macmillan 4.00
Ten units of mingled science and philosophy; superior reference.

Home Economics

Nutrition. By Fern Silver. x, 168 pp. '42. Appleton 1.00
Simply explaining the newest dietary knowledge.

Our Clothing. By Laura Baxter and others. vi, 185 pp. '43. Lippincott 1.20
Simple projects of cutting, sewing, buying for taste and comfort.

Our Food. By Laura Baxter and others. vi, 218 pp. '43. Lippincott 1.20
Simple in selection for health, and serving for pleasure.

Food and Family Living. By Faith L. Gorrell and others. xii, 522 pp. '43. Lippincott 1.80
New edition; comprehensive as to each step from market to table.

You and Your Clothes. By Laura Baxter, Alpha Latzke. xiv, 556 pp. '43. Lippincott 1.88
Stressing the development of taste, thrift, and skill.

Physiology and Hygiene

Working Together for Health. By William E. Burkard and others. viii, 373 pp. '43. Lyons 0.88
Explaining to juniors how individuals and organizations must co-operate.

Health for Young Americans. By William E. Burkard and others. viii, 375 pp. '43. Lyons 0.88
Simple facts and advice, carefully selected for youthful acceptance.

Modern Ways to Health. By Charles C. Wilson and others. xii, 366 pp. '43. Bobbs 1.04
Explaining co-operative practices for community health.

Health Progress. By Charles C. Wilson and others. xii, 368 pp. '43. Bobbs 1.04
Giving juniors much health history with their hygiene.

Health and Physical Fitness. By J. H. Goldberger, Grace T. Hallock. x, 596 pp. '43. Ginn 1.92
Includes personality; clear and clever illustrations; teaching aids.

Physiography

Earth Science—a Physiography. By Gustav L. Fletcher. vi, 583 pp. '43. Heath 2.20
Newest knowledge concerning land, water, and air.

Physics

Prepare Yourself. By Lawrence F. Tuleen and others. vi, 298 pp. '43. Scott 0.96
A text-manual-workbook combination in practical physics, preparing for future usefulness in military service, or in industry.

Physics: a Basic Science. By Elmer E. Burns and others. xii, 656 pp. '43. Van Nostrand 1.80
One principle taught in each chapter; a model of clear presentation.

Unified Physics: Matter in Motion. By Gustav L. Fletcher and others. xii, 713 pp. '43. McGraw 1.80
Featuring clear diagrams; well applied to radio, aviation.

Physics of Today. By John A. Clark and others. vi, 688, x pp. '43. Houghton 2.00
Ten carefully organized units, with liberal teaching aids.

Practical Physics. By Marsh W. White and others. x, 365 pp. '43. McGraw 2.50
Includes many demonstrations and problems; features clear diagrams.

(C) *Simplified Physics.* By Sidney Aylmer Small, Charles Ramsey Clarke. xii, 428 pp. '43. Dutton 3.00
Showing special effort to make text clear, experiments practical.

(C) *General Physics.* By Oswald Blackwood. viii, 622 pp. '43. Wiley 3.75
The student is guarded against discouragement in the early chapters.

(C) *College Physics Abridged.* By Henry A. Perkins. x, 593 pp. '43. Prentice 4.00
Many changes for simplicity mark this revised text.

Special Mention

The American School and University. 371 pp. '43. American School 2.50
Fifteenth Yearbook of plans and supplies, rich in suggestions for science laboratories.

New English-Spanish Technical and Commercial Dictionary. By Antonio Perol Guerrero. xii, 600 pp. '42. Chemical 10.00
Contains more than 50,000 words of all sciences and their related industries. A timely contribution to our understanding of Latin-American neighbors.

NEW EMPHASES IN GEOGRAPHY

J. R. WHITAKER
Peabody College

In 1921, Isaiah Bowman, then director of the American Geographical Society, published a book entitled *The New World*. His book was written, as many of you will remember, to bring out the new geographical conditions resulting from World War I. When this war is over, we shall need another book of the same sort, for tremendous changes are under way. In our reaction to these changes, we have begun to remake many phases of our teaching of geography. From these new emphases in geography, I wish to single out three for brief consideration: (1) the great increase in the amount of geography being taught, (2) the current emphasis on global geography, and (3) the increase in the use of maps, particularly polar maps.

More Geography in Our Schools and Colleges

In a recent number of the magazine, *Natural History*, the editor has this to say: "In the awareness of a new and greater role in world affairs, our nation is turning with renewed interest to the study of geography. The various branches of this broad subject are leaping to spectacular prominence in the curriculums of all institutions of higher learning. . . . It is urged that a G for geography be added to the three R's of elementary education." You will note that he comments particularly on the expansion of geography in colleges but adds a word of recognition of changed emphasis in the elementary schools.

Virgil Herrick, professor of elementary education at the University of Chicago, recently made a study of problems in elementary education in the Middle West. When he tabulated his results, he found that the only questions raised in Social Science dealt with geography.

Why this sudden burst of interest? The answer is simply this—for ages, geographers have been asking certain questions and assembling the answers to make up what we call the subject matter and the techniques of their field. Now, the average American citizen finds that he, too, is asking some of those same questions, and he is gratified to discover that the geographers have the answers.

What kinds of questions? Most obvious is the need for locating places and here we turn to maps and globes. There has never been a market for globes as large as that which exists today. Not only are we concerned with the location of particular places but also with the

meaning of that location; the distance from other places that matter, the kinds of transportation facilities lying between the place in question and other places.

We have a new interest in what places are like, such as, French North Africa, Sicily and Attu. We find a new concern with the geography of commercial production, now that natural rubber has just about disappeared from the American market.

If we happen to be planning a military campaign, we may ask the geographer to locate and describe suitable landing beaches and also to prepare maps and sketches to assist us in planning the actual landing operations.

These are some of the questions for which we want answers today and we are steadily turning to the professional geographer for them. As a consequence, more than two hundred geographers are working in Washington, preparing geographical reports for the Army, the Navy, the State Department, and other branches of our government. We find geography a required course in practically every phase of the Army college, so that thousands of service men are studying this subject. Geography courses are being started in senior high schools, and others are being revived in the junior years.

Global Geography

In this sudden search for geographical information, Americans find no easy limits to what they need to know and do. The information required is on a world wide scale. We recognize that current affairs require that we think in global terms, but we lack the necessary information.

In the study Herrick made, he found that teachers and administrators were primarily interested in what they called global geography. They were concerned with ways in which they might build up the requisite geographical knowledge for world thinking.

This need reflects war-time conditions but is more deep-seated than that. Almost without our realizing it, the radio and the airplane have brought all parts of the earth into one community. The war has simply made us more fully aware of a need that already existed.

In this need for global thinking is found one of the principal challenges to the geography teacher. Can we so teach as to contribute to the forming of world citizens? Can we so teach that Americans will recognize that they cannot avoid being a part of this world community? Can we so teach that we will continue to bear and share our responsibility for world order when the war is over?

While recognizing the pertinence of world geography, I feel that that very emphasis calls for a word of caution. Here again I would

like to quote from the editorial which appeared in *Natural History*. "In our general educational neglect of geography the neglect of American geography has been even greater and more startling than our lack of concern with the geographical problems of the rest of the world. There is undoubtedly no other nation on a similar level of education which has required of its pupils and its citizens so little knowledge of the natural and cultural geography of their own country." In our zeal for teaching the geography of distant lands we must not lose sight of the even greater responsibility we have for making known the geography of our own nation, state, and local area.

New Maps and More of Them

Even a hasty glance through any one of a number of magazines, such as *Time, Fortune,* and *Life,* will indicate the tremendous growth in the use of maps. As all geography teachers know, the map is the accepted and universal language of all geography. The map serves as a convenient form in which to present a large part of the geography we require.

These new demands call for new maps. The brilliant originality of the maps which appear in *Fortune* are illustrative. Not only do we need more effective coloring of maps but also new projections. The plane has brought polar areas into new prominence. No commonly used maps have done justice to the polar lands. Accordingly, we have the fad for using the so-called polar projections.

This new emphasis on polar projections, projections long used by geographers, is needed but has gone too far in many areas. While it is true that polar areas are more accessible now than in pre-airplane days, we must recognize that few people live there, that the significance of those parts of the world rests mainly on the fact that they lie between areas which we desire to connect.

Now, routes are laid out for various reasons. To take the shortest distance possible is only one of the desired conditions. Absolutely essential are at least two other elements, traffic and fuel. Although we shall certainly cross polar areas more frequently in the future, the distribution of people, resources, and fuel indicate that the bulk of the airplane traffic of the future will skirt polar areas rather than cross them. For these other routes, other kinds of map projection may be as useful if not more so.

Such extravagant claims for the polar map are made that one other word seems required. Although a polar projection does give us a truer impression of polar areas, it distorts increasingly the areas as you move away from the pole on which the map is centered. The plain truth is this: no map of a large area can fail to misrepresent some parts

of the earth. We should use many different kinds of maps, each where it is best suited. Mercator's is best for navigation, the equal-area maps are best for showing statistical formation, and the conic maps are best for the individual continents.

But if we want a representation of all parts of the earth, with no distortion, with all parts shown in their true position, we must turn to the globe. The globe is the one true representation of the earth. Every extravagant claim for any particular map can easily be checked by referring it to a globe. Perhaps the most promising of all of the new emphases in geography is the increase in the use of globes.

Conclusion

A random sampling of newspapers and magazines clearly reveals the need for geography in understanding world affairs and the willingness of the editors to provide much of the geography that is called for. These forms of adult education are being matched by what Professor Herrick calls a renaissance in geography in the public schools. If such a revival of geography is underway, it is because the information, the techniques, and the habits of thinking which geographers have been developing for hundreds of years help to answer the questions which Americans are now asking.

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A FOLLOW-UP STUDY OF OKLAHOMA MUNICIPAL JUNIOR-COLLEGE GRADUATES INTO LATER EDUCATIONAL WORK AND INTO OCCUPATIONAL CAREERS

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In this follow-up study it is proposed: (1) to follow the students, inquiring into whether they continue their education beyond junior college, and, if so, where and what success they have had or have attained, and (2) to follow their occupational careers in an endeavor to relate their educational training to their life experiences.

In obtaining the data for this study the name and addresses of graduates over a period from 1932 to 1940, inclusive, were obtained from ten fairly representative municipal junior colleges in Oklahoma. The colleges from which the information was obtained were selected on the basis of size, location, curricular offerings, and interests so as to give as fair a sampling as possible of the eighteen colleges under consideration.

A personal letter, along with the inventory, was mailed to 950 students. From the number of inventories mailed, 506 or 53.7 per cent, were returned. The 506 responses represented approximately 42 per cent of the students graduated from all the colleges over the eight-year period studied.

It was found that a comparatively small number enrolled in semiprofessional courses, while approximately 95 per cent enrolled in curricula that necessitated continuance at a higher institution for their completion. It is evident that this wide difference in enrollments for the two- and four-year curricula was due, for the most part, to the emphasis placed on the latter type of curriculum. It would be a misnomer, however, to say that a lack of interest in semiprofessional courses existed on the part of the personnel of junior colleges. At no college was there found a self-satisfied group of instructors. On the contrary there were superintendents, deans, and instructors who were eager for what they termed "a more balanced curriculum," a curriculum in which the two-year as well as the four-year students would receive ample returns for their efforts.

"Do students actually fulfill their original intentions by continuing in higher institutions the work they started in the junior college?" This question was answered by the students who participated in the

study. The replies indicated that 67.6 per cent of the students actually continued their studies in institutions of higher learning. Approximately 3 per cent entered shorter courses in business colleges, or in schools of art, music, nursing, or other schools, but nearly one-third of the students, or 32.4 per cent, had not attended any higher institution. An implication might be made from the latter finding that situations had arisen which made the accomplishments of earlier expressed interests of students inadvisable or impossible.

Furthermore it is shown that though ample time had elapsed for the completion of the last two years of the four-year course, only 20.3 per cent of the junior-college graduates received degrees from the four-year institutions.

Of the 342 replies concerning the number of academic hours completed beyond the junior college, the tabulation shows that slightly more than 47 per cent of the group had completed less than 20 semester hours of senior college credit.

Approximately two-thirds of the students in this study graduating from the junior colleges continued in some standard four-year college or university. Such a high percentage of graduates would seem to justify a continuing emphasis upon the preparatory function for a certain group of students.

The influence of the University of Oklahoma was shown by the fact that 23.2 per cent of those reporting had attended that institution. Oklahoma A. and M. College came second with 14.6 per cent. Although a preponderance of citations to the teaching profession as a preference was evident, it was interesting to note that only 12.2 per cent of the prospective teachers elected to attend one of the six colleges of the State organized for the purpose of training teachers. The explanation is probably to be found in the convenience of the State University and the A. and M. College to the cities in which junior colleges are located. In addition, the fact might be added also, that the municipal junior colleges are organized and inspected by a board of examiners made up from the two larger institutions of the State. That only about 3 per cent of the junior-college graduates enter shorter courses, such as those in business colleges, nursing, music, art, and other special schools, leaves little room to doubt the intentions of the majority of those who were graduated from the junior colleges.

If the municipal junior colleges of Oklahoma continue to pattern their courses after those offered in the first two years of the University and the A. and M. College, they will be serving the needs of a little more than one-third of those students who persist in their education.

The fact that 32.4 per cent reported that they had entered no higher institution since graduation from the junior college, and then another

47 per cent reported that they had completed only a few senior-college hours, presents to the junior-college administrators of the State a problem that merits serious consideration.

College officials find students entering junior college who are either uninterested in or unqualified for the courses offered. These students were awarded diplomas from high schools and passed on to the next level with a feeling of satisfaction, based on certain past accomplishments. Failure to achieve the goal on the new level has a tendency to demoralize the student, and soon he finds himself wondering whether he will be able to make the proper adjustment to his new environment. No law in Oklahoma requires that all high-school graduates be accepted by the junior colleges, but the custom is so well established, and the desire for the extra tuition is so pressing, that it is indeed rare for a student to be rejected. The present study supports the writer's contention for a number of years that a careful analysis of the abilities of the applicants who apply for admission, coupled with an efficient advisory system, would save many students from disappointment and failure. The municipal junior colleges of Oklahoma probably have been justified in the past in emphasizing the college-preparatory function, but they have failed to make provision for terminal courses for those high-school graduates who will remain in college for not over two years.

According to earlier findings in this study, approximately 70 per cent of the students who entered junior college withdrew for one reason or another before graduation. Out of the remaining 30 per cent who were graduated from the junior college, only a little more than two-thirds, 67 per cent, entered a higher institution. From the student responses concerning graduation, we may conclude that of those entering higher institutions, only 34 per cent completed the four-year course and received the bachelor's degree. Stated in terms of students, one may say that out of every 100 students who entered junior college, 30 graduated and entered a four-year institution. Of the 30 who entered the four-year college or university, 10 students graduated and received the bachelor's degree. The interest and welfare of the more than 70 per cent of students enrolled are of sufficient importance to justify serious study and consideration. It does not follow that all students would enroll in semiprofessional courses if they were offered; neither is it intended to imply from the foregoing statement that they should do so. There was not sufficient evidence in this study to warrant such an assertion. Other findings, in this study, concerning fields of specialization, occupational careers, and life adjustments, tend to corroborate the belief that the interests of a considerable number of students might best be served through semiprofessional courses. Such

courses, it would seem, would tend to direct a considerable proportion of the students into specific fields in which they would have a greater possibility for success.

As a part of the present investigation, students were asked to record their field of specialization since leaving junior college. The summary of replies yielded some very interesting data. Teaching ranked highest with 160 students, which was 31.6 per cent of the total reporting; the group headed as "Other Fields" listed 82 or 16.2 per cent; clerical and secretarial, 70 or 13.8 per cent; professional (law, medicine, etc.) 51, or 10 per cent; business, 36, or 7.2 per cent; mechanical 35, or 6.9 per cent. Strangely enough only 9 students, or 1.8 per cent, included any phase of agriculture in their field of specialization, although they were living in a state in which the junior-college areas are predominantly agricultural. Omitting the professional and engineering fields from the list, which included approximately 47.8 per cent of the total, it is easily conceivable that one-half of the graduates pursued fields of specialization on a semiprofessional level. Under a different type of organization and with more effective guidance, could not these fields of specialization have been realized at the completion of work on the junior-college level?

The study revealed that only 40.1 per cent of the graduates favored the junior college as a preparatory institution, while 29.9 per cent believed that it should train for a specific vocation. Another 30 per cent believed that the municipal junior colleges of Oklahoma should train students for both preparatory and specific work. Perhaps the latter group is more nearly correct, for while there seems to be a greater need for the semiprofessional type of education for the students under consideration in this study, the present findings would not justify the elimination of the preparatory function altogether. On the contrary, the present findings would justify a continuation of the preparatory curriculum for a minority group.

In this connection it seemed advisable to go one step farther and ascertain, if possible, the ways in which junior-college training helped the graduate in work or in later study.

In view of the foregoing considerations, the following percentages were quite illuminating. First, only 32.8 per cent of the graduates mentioned "college preparatory" as being helpful in their work or in their later study, yet 40.1 per cent believed that the purpose of the junior college was primarily college preparatory. In the second place, social contacts and adjustments were mentioned by 20.3 per cent of the graduates as contributing most to their later work or study. It was somewhat surprising to find from the study that 19.2 per cent said they received no help worthy of mention from their junior-college experi-

ence. The report from this last group of students posits an implication which should challenge one to make further investigation and give more serious consideration to that large body of enrollees who entered the junior colleges of the State, and who withdrew, dissatisfied and discouraged, because they found no challenge to do the things they wanted to do. This, no doubt, includes a large number of the two-thirds who entered and withdrew before completing the two-year college course. Until the municipal junior colleges of Oklahoma undergo a reorganization based upon a wider variety of curricular offerings and an effective advisory system, the unsatisfactory features of the colleges will continue to exist.

Students were asked the question: "What features of your junior college have proved of most value to you?" One-half of the replies mentioned subject matter. This citation was to be expected, since at least that number later attended a four-year institution. The small percentage listing guidance also corroborates earlier findings in the study. It is interesting and encouraging to know that the graduates attached little importance to the monetary value of obtaining an education. Only 4 per cent mentioned the difference in cost between the local junior collge and a four-year institution as having significant value. The phrase, social activities, used on the question form was taken to mean such things as social adjustment, social contact, and other social experiences. It was enlightening to discover that 35.1 per cent of the graduates attached first importance to this area of junior-college experience. One would infer from this and other facts revealed in the study that the social-activities program for the municipal junior colleges of Oklahoma was at least average for such colleges.

One of the queries in the inventory called for the listing of the last occupation which the student had followed since leaving junior college, giving the date of employment, the nature of work, and the name of employer.

Significant is the fact that 72.4 per cent of the junior-college graduates' replies listed occupations of the semiprofessional level, and only 27.6 per cent of the senior-college level, as in the case of teaching and other professions. The compilation disclosed 39 different occupations, and these were telescoped into the six groups.

Special interest also focuses upon commercial work, about the only field that could be listed as terminal for the municipal junior colleges of Oklahoma, which claimed approximately one-fourth of the occupational choices of the students. Some of these students did take work beyond the junior college, for which due consideration should be given.

In view of the high percentage of college graduates working on the

junior-college level, does it not seem logical that a larger number of courses of a semiprofessional nature should be offered?

The opportunities for women in vocations were found to be more limited than they were for men. It was not surprising to find that a large per cent of women were engaged in teaching. Those occupying positions in offices as secretaries, stenographers, or clerks comprised the next largest group of women. Library work provided an opportunity for a number of women while newspaper reporting attracted a smaller group.

The men distributed themselves among 23 general classifications of occupations. The largest group comprised the unskilled and semiskilled laborers, the second, the professional group—doctors, lawyers, engineers; the third group consisted of those engaged in some type of commercial work; the fourth group were artisans. Outside the professional group, which accounted for 25 per cent of the men graduates, it is true, perhaps, that the other 75 per cent could have received ample training for their occupational choices in a well-organized junior college. By a liberal interpretation of the requirements of the occupations listed, the 190 men, constituting 75 per cent of the total men graduates under consideration, were doing work that does not require senior-college training. This situation implies that the junior college might have done better by its students had the school provided more opportunities of a semiprofessional nature.

The foregoing assemblage of data made clear that a large number of junior-college students do not continue their college attendance beyond the two-year level; that many who do enter higher institutions discontinue their efforts before graduation; and that a very large percentage of the entire group were engaged in occupations which did not require four years of college preparation.

Some Implications for Administrators of the Follow-up Study

It is evident from the large annual turnover, as well as the inability to hold students, that the junior colleges of Oklahoma are not meeting adequately the needs of the youth who attend them. In the main it would seem that the educational opportunities are too limited. Public support has not been won for the idea that these youth should have more opportunities of the vocational kind. We in education in Oklahoma have been too slow in discovering the actual vocational, social, and physical needs of youth and in providing the best educational facilities for meeting such needs.

There is also a strong implication in the graduates' responses to the effect that those who drop out of college after a year or two in attendance have not been benefited as they should by their college work.

Most of the courses in the lower division are foundation courses for the upper-division work, and these students who claim a minimum benefit never attain upper-division standing.

The fact that 73 per cent of the graduates of junior colleges listed their present occupations on a semiprofessional level leads to the vigorous assertion that the municipal junior colleges in Oklahoma must go farther than they have in making provision for terminal courses of the junior-college level. Whatever may be said in favor of making cultural training, as such, available, the vocational aspects of training cannot be overlooked.

Moreover, the follow-up study clearly indicates the inadequacy of guidance in the municipal junior-college program of the state. The data gathered in this study yield much information concerning the variety of personal problems. These problems may be classified as financial, academic, health, emotional, moral, ethical, and social. None of the colleges revealed an adequate system of guidance in any of these personal classifications. The response of graduates, now facing the realities of life for which they were at least partially prepared in the junior college, are highly sympathetic toward a college counselor for those who follow them.

There are numerous implications in the follow-up study of graduates which cause one to believe that most junior-college students in Oklahoma are not economically favored. Many of them are destined to be workers in the ordinary meaning of the term. They are interested in becoming proficient in vocations below the professional level.

To this type of semiprofessional training the junior colleges of the state should give far greater attention and effort. To continue the highly academic training for all students means ultimately to drive many of them out of school.

COOPERATION OF A COLLEGE DEPARTMENT WITH THE DEMONSTRATION SCHOOL

E. A. WIGHT
Peabody Library School

A recent writer in the PEABODY JOURNAL[1] has discussed the laboratory school in the teacher education program. As far as current practice is concerned, his thesis is that the laboratory school should be an important center in the training of prospective teachers, just as are the clinics and hospital in the professional training of prospective doctors. "The environment in which the young [medical] student resides literally reeks with the problems of his profession. . . . Undoubtedly, the hospital is a better one because of his presence. While he is receiving and learning, he is also giving and serving." On the other hand "the average physical distance of the laboratory schools from the campus of their parent institutions ranges from one quarter to three miles, while the average psychological distance is said to be about ninety miles."

In answer to the question, "What is the place of laboratory school teachers in the teacher education program?" he suggests that (1) they should provide the college staff and young teachers entering the profession an opportunity to *study children* as well as to *study about children;*" (2) "they should challenge, inspire, and make uncomfortable all of the professional workers in the area which they serve," and (3) "individuals and groups come each year seeking new ways of working" and these pilgrimages should not be made in vain.

Asking how progress can be made toward these desirable goals, Mr. Windrow states that there must be first "an honest recognition of the problem" followed by "an intelligent, courageous, and cooperative effort on the part of the administrators, the college staff, and the laboratory school teachers to find the solution. . . . The answers must evolve out of the composite thinking of those concerned."

Mr. Windrow has written a stimulating and thought-provoking article. The present paper accepts his general point of view with respect to the desirability of closer integration of the demonstration school in the teacher education program, and attempts to suggest a basis upon which some of his proposals could be achieved in a single college department—library science.

[1]Windrow, J. E., "The laboratory school in the teacher education program." *Peabody Journal of Education*, 19:305-18 (May, 1942).

The part of the college faculty most directly concerned in this proposal is the staff of the library science department or division, while in the demonstration school the entire instructional staff, including librarians, may be involved. Since there are approximately 100 institutions in the 13 Southern states which offer undergraduate courses in library science, in addition to three organized on a graduate basis, the problems are not confined to a single institution. Although the terminology used in this paper approximates that in use at George Peabody College for Teachers the point of view and the illustrations are intended to be generalized.

Some Conditions Necessary to Cooperation

What are some of the conditions necessary for intelligent and cooperative effort to establish an effective working relationship between the demonstration school and the college staff engaged in the training of school librarians?

First, mutual understanding by each group of the underlying educational philosophies, objectives, and techniques of the other group. If the instructors in science hold to the point of view that the major educational objectives in that field can be attained almost exclusively by textbook and laboratory methods, then efforts of the library group to provide what are thought to be appropriate library materials in the sciences will be largely wasted and probably misunderstood as well. If the general philosophy of the classroom teachers is toward the "progressive" point of view, while the librarians hold to a "traditional" position of silence and passivity as indications of a good school library, the situation has many opportunities for discord. Similarly, if the instructors in the library science department are "perfectionists" in their devotion to catalog cards that must always carry complete information regardless of the consequent delay in getting books on the library shelves, or will approve no requests for purchase of books unless the titles appear on "standard" lists, the opportunities for cooperation are restricted. Agreement on general principles should lead to any necessary compromises in details.

Second, each group should recognize the larger institutional objectives and be prepared to cooperate in those activities that may involve inconvenience or extra work but which are educationally sound for the institution. Assumption of responsibility for college students in connection with observation and practice teaching certainly involves, at times, additional time and energy of the members of the school staff. Prospective school librarians also need to study the methods of skilled teachers in the demonstration school to see the types of materials used and the demands for reading materials for varying abilities and inter-

ests, as a basis for their efforts to evaluate and seek to improve library service to students and teachers. Student teachers should have the advice of the school librarian about appropriate materials available in the library. Recognition of the fact that the normal program involves these and many other additional activities makes imperative the willing assumption of such responsibilities. Close cooperation between college and demonstration school faculties in planning and directing the college student's program of observation and practice is needed. That reasonable amenities and necessary routines be observed by all parties is, of course, essential to success in this cooperative undertaking.

Third, each group should recognize that in certain areas individuals have the right and responsibility to make a choice between methods or techniques when more than one is acceptable. For example, one instructor in the social sciences may prefer to take a group of instructional materials from the library for his students to use in the classroom while another may prefer to have a "reserve" collection set up in the library. Normally, the library should be able to *accommodate* itself to the methods of both instructors. On the other hand, if the librarian prefers one charging system to another, and each is equally efficient and economical, the choice should be the responsibility of the librarian.

Finally, the advantages of cooperation should be mutual—not all "give" for one group and "take" for another—and they should provide better learning situations for students in the demonstration school than if this cooperation did not exist. On this last point many demonstration school teachers may be dubious, especially those who have thought of themselves as a very-much-imposed-upon-by-college-teachers-and-students group. Those, however, who have taught in well organized and directed practice-teaching situations recognize some of its mutual advantages.

Objectives of the Library Science Department and of the School Library

A knowledge of the underlying educational philosophies and general educational objectives is essential to mutual understanding when individuals and groups attempt to work closely together in a cooperative program. Obviously, complete and exact statement of these underlying principles is not practical here. Groups which work together will in many cases be aware of the general educational philosophies represented, and these will sometimes be available in printed material.[2]

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[2]Windrow, J. E., "The Training School of Tomorrow," *Bulletin*, George Peabody College for Teachers, New Series, vol. 29, no. 9 (September, 1940).

Possibly there is rather general agreement upon the point of view that the school exists to help in guiding the development of students, and that the curriculum and its related activities are the means by which growth is guided and promoted. Since individuals vary widely in the factors that condition learning, instructional activities and materials should be available in a wide variety, suitable in form and difficulty to the varying abilities and interests.

Since school libraries and library science departments are relative newcomers to the teacher education field, it may be useful to state in some detail the general objectives of these divisions of the school and college.

Objectives of the library science division.—Students admitted to the library science division should have completed most of their general education, and a part or all of their teacher-certification requirements in psychology and methods, including practice teaching. Knowledge of general literature for adults is a part of general education, and of children's literature a part of teacher education.

The general objective of the professional courses in the library science department is the attainment by the prospective school librarian of knowledge of routines, techniques, and skills with respect to the acquisition, preparation, and use of library materials appropriate to the program of the school. To assist in the attainment of this objective, four chief courses are typically offered in library science: (1) organization and administration, (2) selection of materials, (3) preparation of materials, and (4) use of materials with special emphasis upon those for reference purposes. Titles of specific courses and the selection, amount, and placement of curriculum content vary wisely among colleges.

Objectives of the school library.—The objectives of the school library as stated by Fargo, are:

1. To acquire suitable library materials and organize them for the use of pupils and teachers
2. To make the library an agency for
   a. Curriculum enrichment
   b. Pupil exploration
   c. The dissemination of good literature
3. To teach the skillful use of books and libraries in the interest of research and self-education
4. To create an atmosphere favorable to the growth of the reading habit

5. To stimulate literary appreciation
6. To demonstrate the desirability of books and libraries as the companions of leisure
7. To provide socially fruitful experience[3]

No one of these objectives is exclusively the province of the library. Furthermore, no school can reasonably expect most of its students to attain these objectives unless both faculty and students recognize them as desirable. This emphasizes the importance of school library objectives as responsibilities of the school and not primarily or exclusively of the school library. This point is not sufficiently appreciated by either teachers or librarians. Determination of library objectives and principles is a function of the school (including the librarian); the practices by means of which the principles are put into effect are largely the responsibility of the librarian.

When a school library is a part of a demonstration school of a teacher-training institution its objectives necessarily go beyond those of the ordinary school library. Three additional functions of the demonstration school library may be mentioned. In the first place, the demonstration school library obviously takes on as an additional clientele the faculty and prospective teachers of the college. The needs of this additional group must be met. Since libraries are required by many state and local school regulations, on the theory that they contribute to more effective student learning, familiarity with the pertinent content and effective methods of utilizing this material is a part of the desirable equipment of every prospective teacher. The college may shift a part of this responsibility from the demonstration school library to a similar or duplicate collection of school materials maintained only for college faculty and students.

Second, the demonstration school library must serve as a laboratory for the training of prospective school librarians. It is parallel to the laboratory for the student majoring in the sciences. The demonstration school library, like the classroom, should illustrate the theory taught in the appropriate college department. The librarian is a practitioner in the demonstration school and a theorist on the college faculty, and is in a strategic position to test theory, revise practice, and exert a strong influence on professional development.

A third added function of the school library in a teacher training institution which offers advanced degrees is the opportunity for graduate students to gather data for thesis problems. The sources of such

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[3]Fargo, Lucile F. *The Library in the School.* Chicago, American library association, 1939, p.23.

data are to be found in the reading and other related records of demonstration school students, studies of the development of reading interests and the suitability of various library materials for students of varying interests, aptitudes and abilities, and the like.

If the foregoing analysis is, in the main, correct, the reasons for most of the difficulties encountered in practice become more apparent. They seem to be due primarily to lack of understanding of objectives and methods, and failure to plan cooperatively for a specific working program.

Every member of the teacher education program, from the kindergarten teacher through the dean of the graduate school, every student in the demonstration school, and every prospective teacher has something to learn from or contribute to the library. While these will probably never be adequately realized or fully utilized, the community of interests demands cooperative planning.

A Proposal for Cooperation of the School Library and Library Science Department

It remains in this paper to propose a specific program of cooperation between the staff of a demonstration school (including its library staff) and a library science faculty in the teacher education institution. Obviously, only the broad outlines and a few illustrations can be suggested. At many points details will vary with specific institutions, and such matters as physical equipment and finance are entirely omitted. The proposal is largely concerned with principles of function and cooperation. It is assumed that the personnel concerned is competent, has been selected specifically to fit the educational program of the institution, has some ability in group planning, and the professional integrity to carry out an adopted program.

1. The demonstration school library requires at least two competent librarians, one designated as "head librarian," and each selected and responsible for certain areas of library activity. One or both of the librarians should also be members of the college department of library science, and should have academic and professional qualifications and compensation appropriate to such status. An appropriate division of responsibility in the school library might be made upon the basis of "service" and "technical" responsibilities, the first dealing with circulation, reference, advice to readers, and similar functions, and the second with acquisition, cataloging, and related functions. On the college faculty the "service" member of the staff might teach courses in literature for young children and for adolescents, advise with students in methods and practice teaching courses about appropriate instructional materials, and so on. The "technical" member of the library

staff might teach the college elementary courses in cataloging and school library administration. These, it will be understood, are merely suggestive, but illustrate in a practical way how the "psychological distance" between the college department of library science and the school library may be reduced to zero. Some institutions will for economy or for other reasons prefer to have only one of the two school librarians who meets the college requirement of faculty training. In such cases adjustments of specific responsibilities should be made in the light of individual qualifications.

2. Prospective school librarians should observe demonstration school classes and should make some contribution to student learning in these groups. The extent to which observation is mutually beneficial will vary widely but library science students should, during the year, be able to assist demonstration school students and teachers in such situations as selecting books for atypical readers, compiling annotated bibliographies, hearing and evaluating student reports of books read, assisting students in reference problems, teaching units on the use of library materials, et cetera.

Similarly, college students should have opportunities for examining school library materials for recreational purposes and for use in their teaching fields. Upon request of college instructors, one of the school librarians should be available for class discussion of library materials for specific age and subject groups.

3. Prospective school librarians should have wide opportunities for practice work in the school library, including the performance of activities in connection with acquisition and preparation of new materials, catalog and classification, circulation and reference, and teaching individuals and groups how to use the library.

4. Where existing personnel makes it impractical for a librarian of the demonstration school to become a member of the college faculty, some member of the college library science department should serve as a "coordinator" between the demonstration school library and the library science department. Decisions regarding techniques and routines of the school library should be made by members of the library science department, so that the hiatus between theory and practice will be eliminated. If the theories of the library science department prove untenable, common sense would indicate that either the theory should be modified or the library science faculty changed!

Conclusion

The present writer is in agreement with the point of view that the demonstration school should be an integral part of the teacher education program, and that members of its staff should have professional qualifications and compensation comparable with other members of

the college staff engaged in teacher education. Integration of pedagogical theory in the college and class-room practice in the demonstration school is facilitated by teaching schedules which provide the opportunity for some instructors to divide time during the year between instruction at both the school and college levels.

As an illustration of this principle, it is proposed that the professional staff of the demonstration school library consist of at least two people, one or both of whom are also qualified as instructors in the college department of library science. College students preparing for teaching positions should have wide opportunities for becoming familar with the instructional and recreational materials in the school library, while those preparing for school library positions should have additional practice experiences in the various phases of the organization and administration of the demonstration school library. Close integration of the college department of library science with the demonstration school and its library, and with the teacher education program should prove advantageous to all students concerned.

AGRICULTURAL, HANDICRAFT AND ART SCHOOLS OF ICELAND

GEORGE T. TRIAL[1]
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In 1938 the Althing, Iceland's governing body, revised the laws concerning Agricultural Schools and reduced the number to be maintained. The new regulations are as follows:

1. Two schools are to be maintained by the State, one at Holar on the north coast and the other at Hvanneyri on the south coast. They are maintained to prepare farmers for improved service on the farms of Iceland.

2. Farms are to be maintained in connection with the schools and at the cost of the State. The headmasters are to manage the farms. Accounts are to be kept. Experiments are to be made in all the branches of farming; cultivation of the soil, horticulture, grain-raising, feeding of domestic animals and rotation of crops. The study of the raising of domestic animals is to be as varied as possible in order to discover and improve the kinds best suited and most profitable.

3. Homesteads may be built in the farmlands by the teachers and workers at the schools at the cost of the State if subsidies are granted

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in the budget. The Minister of Agriculture is to decide the amount of land for the homesteads.

4. One headmaster and two teachers are to be appointed at each school. Salary will be according to the law regulating the salaries of civil servants. The headmasters are to have supervision of all matters pertaining to the schools and their buildings. The Minister may grant a sum, equal to the salaries of two teachers, to each school for theory and practical teaching. The headmaster appoints teachers for these positions with the approval of the ministry. The regular teachers may have four months' vacation every six years to study the latest developments in agriculture. Regular teachers and workers get one month's vacation each year.

5. The schools are to be of three terms, six months each. They are to be divided into two departments—the lower and upper. Teaching (oral and from books) to take place chiefly from October 15 to April 15 each year. Instruction in the lower class is to be chiefly from texts; in the upper class both practical and from texts. Pupils may be allowed to enter the upper class, if they fulfill all requirements, without attending the lower class but such pupils have to stay one year at the school.

6. Requirements for entering the schools:

a. The pupil is to be 18 years of age. Headmaster may grant exceptions.
b. He must fulfill the requirements, as to knowledge, as stated in the regulations of the schools.
c. He must be of good standing (not convicted of any crime) and free from contagious diseases.

7. These subjects are to be taught from books:

a. Icelandic, arithmetic, geometry, trigonometry, bookkeeping, sociology, agricultural statistics, history of agriculture, Icelandic laws pertaining to agriculture as well as the corresponding laws of neighboring countries, commercial geography, botany, physics, chemistry, geology, anatomy and physiology of domestic animals, science of domestic animals, science of milk, science of inheritance, knowledge of tools, science of the cultivation of the soil, chief points in house building in rural districts and surveying.
b. In the upper class special emphasis is to be made of the instruction in the Science of Domestic Animals, and the Cultivation of the Soil. Practical knowledge is to be imparted at the school-farms in the summer between the school terms, and partly during the last school term.

c. Instruction in agricultural occupations to be most varied: horticulture, breaking of land, haymaking and harvesting, raising of cereals and rotation of crops.

d. Pupils are to be instructed in the use of tools and the care of tools, particularly agricultural implements and chiefly those requiring horses for motive power.

e. Pupils have to tend the domestic animals on the farms under the supervision and direction of the teachers and participate in all ordinary farm work in order to learn practical methods likely to be of use to farmers.

f. Pupils may be sent to the other farms to learn practical farming. Traveling expenses are to be paid by the State. Exemption may be granted from the practical courses to students who are sorely needed to work at their home farms. Such students are required to undergo the same examinations as others.

g. Carpentry, blacksmithing, concrete making, music, gymnastics and drawing are also to be taught.

h. A regulation for the schools is to be issued.

8. Pupils get free board, lodging and laundry for their work on the farms during the last two terms. A 100 kronur subsidy, from the State, to buy books is granted each pupil for the last term.

9. Examinations are held at the end of each term.

10. Pupils, who pay their board, pay only cost price. Opportunity for collective boarding is to be provided.

11. Extensions may be held for farmers during terms. Other extensions for inspectors of the cattle industry and for those supervisors of feeds that each farmer must have for his stock.

12. The Minister of Agriculture has charge of supervision of the schools.

13. All costs for establishing the schools are to be borne by the State.

In 1937 the State Horticulture School was established by an act of the Althing under the sponsorship of Einar Helgason, one of the outstanding horticulturalists of Iceland and a member of the Althing. Mr. Helgason received his degree in Botany and Agriculture from the University of Copenhagen.

The school was formally opened in 1939 and is located at Hveragerdi in Olfus. This district has many hot springs and many greenhouses have been built there. The school has a two-year course. Teaching and lodging are free.

The purpose of this school is to train young men for gardening and the operation of greenhouses, Iceland's sources of home-grown vege-

tables. The school has three teachers who were trained at the University of Copenhagen. Two of the instructors specialized in horticulture and one in agriculture.

The school is wholly financed by the State and twelve students are allowed to attend each year. The students selected to attend this school must finish the elementary school, must have taken the District School examination and must have done practical gardening for at least a year.

The course of study is divided between theory and practical work. Botany is the main theory course. The majority of the time is spent in the greenhouses getting practical knowledge.

The construction of new greenhouses in Iceland has been greatly accelerated since 1940. The critical "fresh vegetable" problem will be relieved to a certain extent by production from these greenhouses. Approximately 80 tons of tomatoes were produced in hothouses in 1942. This field of production, as it is expanding, will demand a new, revised and specialized education.

One of Iceland's newest schools is the Handicrafts and Arts School. It was founded in Reyjavik January, 1940, by Ludwig Gudmundsson. The school had its beginning in a basement and offered woodwork, metal work, bookbinding and elementary drawing. Then it had one teacher, Kurt Zier. Today the staff has increased to fourteen instructors. In October, 1941, the Arts Section was added.

The majority of the handicraft work is done by hand tools. The carving work or Sloyd work is based on Icelandic legends portrayed in the intricate patterns. The metal work consists of the making and repairing of small articles such as cooking utensils, candlesticks and bowls; repair of farm tools; and the making of horseshoes and harness. Students may enroll in this section at the age of sixteen. Those enrolling in the Arts Section must be at least sixteen and with art ability.

The Headmaster of this school is its founder, Ludwig Gudmundsson who, in addition to being Headmaster, is Chairman of the Information Center of the University of Iceland for the service of students going abroad to educational institutions.

The Handicraft and Arts School is organized as follows: Four sections—A, B, C and D.

Section A: Teachers Section.

The purpose of this section is to give prospective teachers special instruction in handicrafts and drawing.

I. Training Section for Elementary School Teachers.

Requirements: The student must be eighteen years of age, of good health, of good character and must have completed the elementary grades. Students entering this section are on probation for eight weeks before becoming regular students.

The subjects offered are as follows:

a. Handicrafts for elementary grades. The construction of simple household furniture and carving (Sloyd) work.
b. Cardboard work such as the making of stationery portfolios and cardboard boxes of various kinds for use about the home.
c. Drawing (freehand) of popular national patterns.
d. Handicrafts for small children in the primary grades.

This section may be completed in one year or the student may take two years to complete the subjects.

II. Training Section for Teachers in District Schools.

This is a two-year course.

a. Handicrafts for elementary grades. The construction of simple household furniture and carving (Sloyd) work.
b. Cardboard work such as the making of stationery portfolios and cardboard boxes of various kinds for use about the home.
c. Drawing (freehand) of popular national patterns.
d. Handicrafts for small children in the primary grades.
e. Leatherworking.
f. Bookbinding.
g. Concrete work.
h. The making of hand puppets and their operation.
i. Icelandic.
j. Science of teaching and the history of education.
k. Hygiene.

The last three courses are taken at the Teacher's Training School for regular teachers in the elementary schools.

III. Teacher's Training Section for Drawing Teachers in Elementary and District Schools.

This is a two-year course for elementary teachers and a three-year course for district school teachers.

a. Drawing (freehand) of common objects and anatomy.
b. Painting. Still life, landscape and picture composition.
c. Graphics, woodcuts and etchings.
d. Applied art, decorative patterns and designs.

In all these divisions of the Teacher Training Section the Handicrafts and Arts School conducts practice teaching for prospective teachers. The courses and school have no fees. Students pay for materials only. Each student must work two hours weekly for the school. The school day consists of eight hours.

IV. Teacher's Training Section for students of the Icelandic Teacher's Training School for regular elementary school teachers.

This section gives students in the regular Teacher's Training School

an opportunity to take courses of their selection in order to gain knowledge and skills in handicrafts in addition to their regular courses.

V. Short courses for teachers already in service.

These courses may run one or two weeks and may offer courses in:

a. Chalk drawing on blackboards.
b. Metal work.
c. Picture making for primary grades.
d. Handicrafts for young children.

Section B. Arts Section.

The purpose of this section is to give instruction in drawing, painting and graphics.

The requirements for entrance are to be at least sixteen years of age and exhibit art ability in the form of drawings or paintings.

The subjects offered are:

a. Drawing (freehand) of common objects and anatomy.
b. Painting. Still life, landscape and picture composition.
c. Graphics, woodcuts and etchings.
d. Applied art, decorative patterns and designs.

If a student so desires he may take only one of the above subjects or he may take the entire course.

Section C. For Crippled People.

The purpose of this section is to train crippled people in certain handicrafts. Training is given in bookbinding and leatherworking.

Section D. Evening Classes.

The purpose of this section is to give working people or those students in other schools an opportunity to get instruction in Handicrafts and Arts. Students in this section must pay a tuition fee. The courses are:

a. Drawing class for children 7 to 10 years and 11 to 14 years of age.
b. Woodworking class for children 7 to 10 and 11 to 14.
c. Leatherworking for adults.
d. Drawing and painting class for all persons who care to attend.
e. Bookbinding for Boy Scouts, for students of the University, for all other persons who elect the course.
f. Wood carving.
g. Furniture design and drawing class.
h. Painting, color mixing and application.

Section E. Farm Training.

This is a proposed section that will soon be started for those students coming from the rural areas. This section will give training in metal work and furniture construction.

PEABODY BIMONTHLY BOOKNOTES

Selected Professional and Cultural Books for a Teacher's Library

January, 1944

Editorial Committee: Ruby Ethel Cundiff, Susan B. Riley, Norman Frost, Chairman.
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Arts

BEECHAM, THOMAS. *A Mingled Chime.* G. P. Putnam's, c1943. 330p. $3.50.

The eminent British conductor adds to the long list of achievements, that of being a remarkably fine writer. In this autobiography he actually deals more with music and musicians of his time than with biographical data concerning himself. Through it all his penetrating observations are set down with a verve and spirit which are entertaining and informative to musicians and laymen alike.

D'AMICO, VICTOR. *Creative Teaching in Art.* International textbook co., 1942. 261p. $2.50.

This is the book that elementary and secondary teachers who wish to make art a part of the daily life of the child will find both practical and inspiring. It is also the book that should be a "must" on the reading list of all teachers of art.

EWEN, DAVID. *The Story of George Gershwin.* Henry Holt, c1943. 211p. $2.50.

Although Mr. Ewen's book is designed primarily to interest young readers, he has produced a sensitive work which traces the career of America's foremost graduate of Tin Pan Alley to Carnegie Hall with accuracy and interest.

ICKIS, MARGUERITE. *Arts and Crafts.* A. S. Barnes, c1943. 309p. $2.50.

One of the best books on craftwork on the market. It is well written with interesting illustrations. Excellent as a source book in an arts and crafts workshop. The approach and presentation of the crafts are good. A valuable book for both teacher and pupils.

LANGENBERG, ELLA L. *Make Your Own.* American crayon co., n.d. 46p. $2.00. (Everyday art series, vol. 3).

Christmas cards, greeting cards, wrapping papers and favors may be made at home or school in many interesting ways. This book gives directions and suggestions for the making. Children and grown-ups will find it interesting.

LANGENBERG, ELLA L. *Stitching, Crocheting, Knitting, Hooked Rug Making.* Holden pub. co., c1941. 47p.

A good book on needle-craft. The illustrations and diagrams are attractively arranged and clearly show the technique involved. Knitting, knotting, crocheting, embroidering, weaving, decorative darning, smocking and rug hooking are included.

LEWIS, ETHEL. *Decorating the Home.* Macmillan, 1942. 574p. $4.00.

This is one of the best of the many excellent books recently published in the field of home decoration. It is comprehensive, practical, and inspiring both in the organization and presentation of subject matter and the numerous diagrams and illustrations.

WINSLOW, LEON LOYAL. *Art in Elementary Education. McGraw-Hill,* 1942. 294p. $2.75. (McGraw-Hill series in education).

Another of Leon Loyal Winslow's thoroughly done and thought provoking books in the teaching of the arts.

ZWEYBRUCK, EMMY. *Hands at Work.* American crayon co., c1942. 46p. $2.00. (Everyday art series, vol. 2).

An attractive book giving techniques for cross-stitch embroidery, net embroidery, stenciling, jigsaw work, silk screen and linoleum block. The book will be a great help to teachers of textile crafts. A variety of interesting and well designed illustrations showing the work of students and stimulating the desire to put the "Hands at Work."

ZWEYBRUCK, EMMY. *The Second Stencil Book.* American crayon co., c1940. 16p. $1.10.

A book of inspiration and help for one interested in stenciling. Attractive illustrations and well written directions stimulate the imagination and create the desire to try this technique.

Children's Literature

ACKLEY, EDITH FLACK AND ACKLEY, TELKA. *Thank You.* Fred A. Stokes, c1942. unp. 75c.

A companion volume to *Please.* It is very

short and is a better book for home ownership than for library use as it has a tiny book in a pocket in the back. This is to be filled out to fit the individual child. For preschool age.

BARTLETT, ARTHUR C. *Sergeant Squiffy, Army Dog.* W. A. Wilde, c1941. 299p. $2.00.

Boys will read any dog story and when the dog is an army dog, there is added incentive. This book might be used as a stepping stone book for boys who do not care much about reading. Grades 5-7.

BOURGEOIS, FLORENCE. *Nathan's Dark House.* Doubleday, Doran, c1942. 58p. $1.50.

Nathan tried many times to earn money to buy windows for their house. He finally succeeded in getting them by putting out a forest fire for a neighbor. The book portrays the life and customs of the people in early Salem. There are attractive colored illustrations. This book is suitable for intermediate grades.

BROOKS, WILLIAM ALLEN, ed. *Fun for Boys.* Knickerbocker pub. co., 1943. 283p. $1.00.

Eighteen classifications or sections are attempted. Such matters as ventriloquism, cartooning, dog-training, boxing, plane identification, and others. The treatment is quite simple, but so condensed as to be difficult to follow and to leave one without enough mastery or skill to go on independently. Specific references for follow-up of an interest are lacking.

BROWN, PAMELA. *The Swish of the Curtain.* John C. Winston, c1943. 397p. $2.00.

Based on her own experiences, and written by a contemporary English actress at fifteen, this is a lively, engrossing and refreshing tale of how seven enterprising youngsters discover a small empty hall in a Fenchester bystreet and make it the center for their own "Blue Door Theatre Company." It should be received with equal pleasure when read aloud to nine and ten year olds or put on the library shelves for boys and girls.

BROWN, ROSE. *Amazon Adventures of Two Children.* J. B. Lippincott, c1942. 223p. $2.25.

The children of whom Mrs. Brown wrote in *Two Children of Brazil* now explore the Amazon river. She has lived in Brazil so that her information is correct. Since South America is getting so much more attention than formerly, authentic material is welcome. Grades 5-7.

BURGLON, NORA. *Shark Hole.* Holiday house, c1943. 244p. $2.25.

A cliff that was really a canvas with moss fastened to it to hide a cave; cattle thieves; a baby left on the doorstep of a school and promptly adopted by the class; these are some of the ingredients which make this a delightful mystery story for grades 4-6.

DALGLIESH, ALICE. *Wings Around South America.* Charles Scribner's, 1941. 158p. $2.50.

A record of first impressions gained while flying fourteen thousand miles over South America and visiting its principal cities. The bright water color drawings and sketches add great interest to the description of the trip. Young people can gain an appreciation of the life and culture of Latin American countries from this delightful book.

DEJONG, MEINDERT. *The Little Stray Dog.* Harper, c1943. 51p. $1.50.

The author of *Dirk's Dog Bello* and *Bells of the Harbor* has done an appealing little story of a hungry little dog which tipped the lids off the garbage cans on the street night after night. The grown-ups were very angry and when the dog was found they called the dog catcher. Ronnie didn't want anything to happen to the little dog and to his surprise and joy he was able to rescue the little stray dog and have him to keep.

DEMUTH, AVERIL. *The House in the Mountains.* Harper, c1941. 240p. $2.00.

A story laid in the Swiss Alps. It is full of magic and will satisfy the urge of the present day youngster for excitement. Grades 4-6.

ESTES, ELEANOR AND SLOBODKIN, LOUIS. *The Sun and the Wind and Mr. Todd.* Harcourt, Brace, c1943. unp. $2.00.

A humorous story for children about an unfortunate weatherman whose predictions are always wrong. Mr. Todd is a possible "Traveler" from Aesop's tale of the dispute of the Sun and the Wind over which was the stronger. Many fine illustrations throughout make the character seem almost real. Grades 2-4.

FAIRCHILD, HENRY PRATT. *Main Street, the American Town Past and Present.* Greystone press, c1941. unp. $1.75.

A collection of pictures of historical interest depicting the evolution of the American town from the days of stage coaches to the era of transcontinental buses and air mail. Each picture is accompanied by a short descriptive sketch. The introductory essay tells many too-little known facts about the growth of cities.

GARRARD, PHILLIS. *Jenny's Secret Island.* John C. Winston, c1943. 277p. $2.00.

Since this is about Bermuda, and since it is about a fifteen year old girl who has very decided ideas of her own and a love of excitement, it will be a popular book with teen age girls. Light but satisfactory.

GILL, RACHARD C. *Flying Death.* Henry Holt, c1942. 238p. $2.00.

This is the third "Manga" story. There is adventure and danger in the search for "Cuare," the poison used by the Indians for their arrows. Grades 7-9.

HARK, ANN. *The Story of the Pennsylvania Dutch.* Harper, 1943. unp. $1.00.

A picture book with many colored pictures and black and white ones for the home and school library.

HARRIS, LEILA AND HARRIS, KILROY. *The Lost Hole of Bingoola.* Bobbs-Merrill, c1942. 207p. $1.75.

This is a timely story of the Australian Bush—it is the story of a white boy whose father owned a cattle station and black boy of the Woogaroo tribe. Binda, the black boy, slipped away from the cattle ranch and joined his tribe. The medicine man finally drives Binda away and back to the white man. Syd finds Binda and saves his life; Binda feels a divided loyalty between his own tribe and the white friends who

have been kind to him. For boys in grades 7-9.

HATCH, ALDEN. *Glenn Curtiss.* Julian Messner, 1942. 294p. $2.50.
Vivid biography of the man who—with the Wrights—made the airplane practical by ceaseless building and risking his neck a thousand times.

HAVILAND-TAYLOR, KATHARINE. *Nursery Nights.* J. B. Lippincott, c1942. 93p. $1.50.
Story of toys which come to life when the children go to bed. Decie Merwin's colorful illustrations add much to the book. Grades 1-2.

HAY, ELLA H. AND DUDLEY, DESSALEE R. *Our Home and Our World.* Beckley-Cardy, c1943. 263p. $1.12.
This book emphasizes the interdependence of people in a democratic society. The story interest is sustained with simple sentences. The illustrations are true, modern, and clear enough to arouse curiosity.

HOWARD, ALICE B. *Mary Mapes Dodge of St. Nicholas.* Messner, 1943. 256p. $2.50.
A charming story of the editor of St. Nicholas who as a young girl was known as Lizzie. Corinne Malvern has caught the spirit of the times in her delightful pictures. This is a must book for every one from junior high school up.

KANTOR, MACKINLAY. *Happy Land.* Coward-McCann, c1943. 92p. $1.25.
A story of an American family whose son, Rusty Marsh, is killed in action while serving in the navy. His father finds it difficult to recover from the loss and relives the past in company with the spirit of "Grampa" who died years before. The life of the average small town is portrayed through "Grampa's" visitation with his son.

MCKELVEY, GERTRUDE D. *Stories to Live By.* John C. Winston, c1943. 62p. 75c.
Little stories based on the Beatitudes. Sunday school teachers will be very glad to find these stories and teachers in grades 1-3 will find them useful in making children understand such things as meekness and mercy.

MARTIN, LENOIR RICHARDS. *The Wise Old Mother Goose.* Walton & Wright, c1942. unp. $1.50.
This is really a dance routine with very slight rhymes accompanying the steps. The verso of every leaf repeats the same illustration or decoration. The story ends with the admonition
"Do only good at work or play
Then you'll be happy every day."

MIMS, SAM. *Chennault of the Flying Tigers.* Macrae-Smith co., 1943. 255p. $2.00.
This is a biography in fictional style with the author attempting to transfer to the young Chennault the motives, idealisms, and ambitions of certain hisorical persons. At times Sam Houston, Andrew Jackson, and the Soong family supersede the title character in interest. The book is written in Tom Sawyer vein and recommends itself to a high school reading list.

NICOLAY, HELEN. *MacArthur of Bataan.* D. Appleton-Century, 1942. 188p. $1.75.
A timely story of a national hero. Illustrated with photographs. Will appeal most to boys in grades 6-9.

ROGERS, AGNES. *From Man to Machine.* Little, Brown, 1941. 160p. $2.50.
The chief inventions of our machine age are made understandable in this most interesting book because the emphasis is on what machines do rather than on the techniques of how they work. Biographical information concerning the inventors is interestingly written into the accounts. The illustrations and sketches are excellent.

ROOS, ANN. *Man of Molokai.* J. B. Lippincott, 1943. 254p. $2.00.
Molokai is the leper island and the "Man" was Father Damien who brought courage and hope to the neglected outcasts and started a work which continues to the present. For teen age.

SPERRY, ARMSTRONG. *Bamboo.* Macmillan, 1942. unp. $1.00.
A Chinese family finds many uses for the versatile bamboo which furnishes food, shelter and a livelihood. A trip to Hankow to sell the boy's bird cages contributes much of the action. World friendship is highlighted at the end. A skillful blending of fact, narrative, humor and characterization. Grades 3-5.

UPDEGRAFF, FLORENCE MAULE. *Traveler's Candle.* Harcourt, Brace, c1942. 237p. $2.00.
This is a colonial story as well as a Quaker one. Miss Updegraff is an authority on the period of which she writes. Grades 7-9.

WEBBER, FRANK MARTIN. *Peter Painter and the Holidays.* David McKay, c1942. unp. $1.00.
Four fanciful stories of a little elf and what he did on Christmas. New Year's eve, Easter and the Fourth of July. In each case he left everyone happier than they were when Peter Painter appeared. Grades 2-4.

WITTNER, RUTH. *Chirp.* American book co., c1942. 76p. 64c.
A book for beginning readers. It looks like a story book but is made up of a limited number of words familiar to a primary school child. It will be great fun to read about the clowns and the circus.

YOUNG, CHIC. *Blondie from A to Z.* David McKay, c1943. unp. $1.00.
Children do not react to this as the publishers had hoped. The ABC's have verses pertaining to the war with a picture of one of Blondie's family on each page. The children expected it to be the funnies and when it wasn't they lost interest.

Education and Psychology

ALLERS, RUDOLPH. *The Psychology of Character.* Sheed & Ward, 1943. 383p. $3.00.
A physician with practical experience in psychotherapy concludes "that a purely naturalistic psychology . . . must eventually break down unless it be coordinated with religious knowledge and principles" and "that problems arising out of purely practical psychology and characterology open up universal problems insoluable except in terms of metaphysics." Appears labored in presentation.

BERKSON, I. B. *Education Faces the Future.* Harpers, 1943. 345p. $3.50.
This book is a comprehensive and con-

sidered statement of representative educational philosophies in the recent past. The story of the development of educational movements and trends is presented against the setting of a picture of economic and social changes. The book thus presents students of education with a sociological background which it is unusual to find in books of this character. The heart of the controversy between the "essentialists" and the "progressivists" is clearly depicted and the author shows how the best in each of these influences should be conserved and clarified for the future. The book concludes with the presentation of a constructive policy for educational planning in the future.

BURGESS, ERNEST W. AND OTHERS. *Environment and Education.* University of Chicago, 1942. 66p. $1.00. (Supplementary educational monograph No. 54. Human development series, vol. 1).

This educational monograph presents a symposium on environment and education. The symposium brings together the methods and the results of several approaches to the study of the social environment. Points of view of the sociologist, the social anthropologist, and the psychiatrist are expressed on this important subject. Distinguished contributors include: Ernest W. Burgess, W. Lloyd Warner, Dr. Franz Alexander and Margaret Mead.

FLEXNER, JENNIE M. *Making Books Work.* Simon and Schuster, 1943. 271p. $2.50.

The sub-title, a guide to the use of libraries, describes the purpose of the book. Chapters on the card catalog, reference books, bibliographies, and special services of the library will aid the serious but non-library-trained high school student or adult to use library resources intelligently.

HOWARD, FREDERICK THOMAS. *Complexity of Mental Processes in Science Testing.* Teachers college, Columbia university, 1943. 54p. $1.75. (Contributions to education No. 879).

Scholarly study of the differences between mere memory and complex association and integration as college freshmen apply their minds to factual science. Conclusion: facts can be ranked as to complexity.

KELIHER, ALICE AND OTHERS. *Office Workers.* Harper, c1940. 56p. $1.25.

One of a series of picture books to use in helping non-readers to learn to get sense from the printed page. The author is one of the nation's most capable women. This book is for use of those persons who speak the language of the United States.

MACCONNELL, CHARLES M.; MELBY, ERNEST O.; AND ARNDT, CHRISTIAN O. *New Schools for a New Culture.* Harper, c1943. 229p. $2.50.

The increasing number of secondary schools that have introduced the core curriculum will welcome this account of an experiment in curriculum improvement. The book gives a graphic picture of how the school operated; how the program was evaluated; how the cooperation of the parents was secured. The book also contains a discussion of the training of the teacher for the new school.

MENDENHALL, JAMES AND HARAP, HENRY, eds. *Consumer Education.* D. Appleton-Century, c1943. 399p. $2.50.

Twenty-three leaders in the field of consumer education contribute to this comprehensive presentation of consumer education —its background, present status and future possibilities. Emphasis is on practical programs of instruction now in operation and on actual classroom experiences. The book is, therefore, rich in workable suggestions for teachers who are conducting consumer education programs or who wish to participate in this phase of educational activity. A valuable feature is an extensive bibliography of books, articles, government publications and courses of study.

PERRY, RUTH DAVIS. *Children Need Adults.* Harper, c1943. $1.50.

This book, which deals with the preschool age, recommends methods for developing happy, efficient, intelligent and creative living. The different situations are illustrated with good examples. Both parents and teachers of preschool ages will find this book most valuable.

REECE, ERNEST J. *Programs for Library Schools.* Columbia univ. press, 1943. 64p. $1.00.

After pointing out some weaknesses in the present typical first-year library school curriculum, the general content of a proposed revision of the curriculum is outlined. Considerable emphasis is given to the historical backgrounds of libraries and the production of human records. The author's proposals seem excellent for the first year of a two- or three-year curriculum, but leave something to be desired for those who do not continue beyond one year.

THORNDIKE, EDWARD LEE. *Man and his Works.* Harvard univ. press, 1943. 212p. $2.50.

"This book consists of the William James public lectures, given at Harvard University in 1942." The first three chapters present important facts about the original nature of man, the laws of learning and the human relations which influence man. The remaining seven present the applications of psychology to the science of language, government and philanthropy. This is the latest statement by the famous educational psychologist on his basic facts of psychology.

WELLS, F. L. *The Mental Measure of Merrill Moore.* Brendin pub. co., 1939. 17p.

Those interested in psychiatry or in Merrill Moore will find this psychometric study of the author of *M One Thousand Autobiographical Sonnets* well worth reading.

WISE, J. HOOPER, ed. AND OTHERS. *The Meaning in Reading.* With separate exercises and tests. Harcourt, Brace, 1943. 429 p. Text ed. $1.60; exercises 40c.

A collection of 35 essays and articles selected for interest value to college students with exercise book to accompany the text. Exercises are designed to improve reading abilities of students. Of value both for content of text and stimulation to better reading habits.

Health

BRADLEY, ALICE. *The Wartime Cook Book.* World pub. co., c1943. 128p. 49c.

This is a small cook book to help the house wife plan and cook nutritious meals in wartime. It is very practical and has good recipes and good suggestions for the best

sources for meeting the nutritional needs of the family by classifying the recipes according to their function in the body.

GAMBLE, MARGARET TURNER AND PORTER, MARGARET CHANDLER. *Your Food Dollar.* World pub. co., c1940. 279p. 49c. (Tower books ed.).

This is a very practical book on marketing, written for the housewife. It gives an explanation of grades, brands, buying quality and equivalent weights and measures of each article of food. It is a very practical and valuable book for any woman who wants practical information on buying foods.

GERLING, C. J. *The Sight Saver.* Harvest house, c1943. 202p. $2.00.

Source book treating briefly large number of topics related to vision. Topics are arranged alphabetically and cross references give asistance in finding desired information. Chief limitation is the brevity of treatment of individual topics.

HANSEN, HELEN F. *A Review of Nursing.* 4th ed. rev. W. B. Saunders, 1943. 852p. $3.00.

The book is a very complete review of the essential subjects in the basic nursing curriculum. With each subject the writer gives an outline of the fundamentals and follows with comprehensive tests using objective type questions. The book will serve as a means for systematic review for undergraduate student as a subject is completed and will also guide the teacher in formulating new-type questions. While the fourth edition does not have many more questions than were in the third edition, many of the old were revised. New materials were added including war gases, new treatment of burns and other points relating to modern problems.

LONG, ALMA. *Home Health and Nursing.* D. Appleton-Century, c1943. 378p. $1.72.

This book presents the human body, its structure, its growth, its functions and its needs as a background of the modern concept of "health" as a way of living. Child development is interpreted through the prenatal period, infancy and the nursery years guided by observing understanding parents, assisted by scientific medical supervision. The importance of environmental factors, the responsibility of the home, the community, public health and social agencies are discussed. The material is presented in a manner to capture the interest of young people, to stimulate in them a desire to plan an intelligent health program and to promote broader understanding of their responsibility in the community. The appendicies and comprehensive bibliography will be of help to teachers.

MORRISON, WHITELAW REID AND CHENOWETH, LAURENCE B. *Normal and Elementary Physical Diagnosis.* 3d. ed. rev. Lea & Febiger, 1941. 368p. $4.00.

The first three chapters of this book have to do with general considerations and methods of procedure in a health examination. The remainder of the book describes the health examination of specific parts of the body, giving the possible abnormal conditions that might exist. The normal functioning of the parts of the body is stressed throughout the book.

N. Y. (City) Dept. of hospitals. Division of nursing. *Standard Nursing Procedures.* Macmillan, 1943. 436p. $3.25.

The book was written primarily for the use of the nurses in the several institutions of the Department of Hospitals in New York City. It is divided into four major divisions; history and administration, basic nursing care, special nursing procedures, and the hospital in the community. While the contents of the book are both practical and scientific, the basic principles of nursing have been carefully presented. In the chapters on basic nursing care, the writers have explained the reasons for each nursing procedure and have given a careful description of each technique.

SMILEY, DEAN FRANKLIN AND GOULD, ADRIAN G. *Personal and Community Hygiene.* Macmillan, 1941. 932p. $4.00.

This book is divided into two parts: Personal hygiene and community hygiene. The first part of the book tells about the parts of the body and the need for the optimum care of the body. The second section deals with the relationship of the individual to his environment. The illustrative material is interesting and informative.

Literature

BENDER, JAMES F., comp. *NBC Handbook of Pronunciation.* Thos. Y. Crowell, 1943. 289p. $2.75.

The pronunciation of 12,000 words is given. The arrangement is alphabetical with each page in a three column arrangement, first the work, in the second column pronunciation is indicated by a respelling and in the third by phonetics. Dialect used is that of general American or the most widely accepted accent. The NBC believes that this fills the need of a correct standard pronunciation. Many of the words used in the war news are to be found here.

CAPPS, CLAUDIUS MEADE, ed. *The Blue and the Gray.* Bruce Humphries, c1943. 281p. $2.50.

An anthology of poems of the Civil War. Although the omission of biographical and historical notes and the inclusion of some poems not inspired by the War Between the States are to be regretted, the collection is a good one. Recommended for high-school libraries.

CLARK, BARRETT H., ed. *Favorite American Plays of the Nineteenth Century.* Princeton univ. press, 1943. 553p. $3.75.

Professor Clark, editor of the monumental twenty-volume series of *America's Lost Plays*, has brought together in this volume ten of the most famous of these plays. A good adition to a drama library.

DAUGHERTY, JAMES. *Abraham Lincoln.* Viking press, 1943. 216p. $3.50.

Another biography of Lincoln, but one whose original and refreshing style make the story worth rereading by both youthful and adult readers. The more than forty excellent drawings alone justify the publication of the work.

GOLDMAN, ERIC F. *John Bach McMaster.* Univ. of Pa. press, 1943. 194p. $2.00.

This is a biography of the "Historian of the American People." McMaster placed

the emphasis on the story of the people and thereby set in motion an emphasis in the writing of history. This account relates how McMaster achieved greatness as a writer and also points out his weakness as a teacher.

GREEN, HAROLD EVERETT. *Towering Pines.* Meador pub. co., c1943. 186p. $2.00.

An informal, anecdotal life of John Fox, Jr., written for human interest rather than for scholarship.

HENDERSON, DANIEL; KIERAN, JOHN; AND RICE, GRANTLAND, comp. *Reveille.* A. S. Barnes, c1943. 254p. $2.00.

Here are the 184 poems which Dan Henderson, John Kieran, and Grantland Rice selected from 3,000 submitted in a contest for prizes for the best poems written by members of our armed forces. The spirit, philosophy, and humor of our fighting forces are here in lyrics, laughing lines, and narrative ballads. Net profits on the sale of the book will be distributed equally between U. S. O. and the American Red Cross.

KJELGAARD, JIM. *Rebel Siege.* Holiday house, c1943. 221p. $2.00.

Kin and Ian McKenzie's story of their part in the battle of King's Mountain. It is more than a tale of the turning point in the Revolution. it is a graphic picture of men who defended and fought for their goal.

MEYER, GEORGE WILBUR. *Wordsworth's Formative Years.* Univ. of Michigan press, 1943. 265p. $3.50. (Univ. of Michigan publications, language and lit. vol. 22).

A careful, intensive, interpretative, and, for the most part, convincing study, written in illuminating style, in defense of the thesis that the clearest insights into the growth of Wordsworth's philosophical and artistic power from 1787 to 1798 are found in poems and letters written during these years rather than, as heretofore contended, in *The Prelude.*

MOORE, MERRILL. *Six Sides to a Man.* Boston, Author, 1939. 48p.

This pamphlet presents reviews representative of the comments elicited in the press and in periodicals by the 150 sonnets in *Six Sides to a Man.*

O'HARA, MARY. *Thunderhead.* J. B. Lippincott, 1943. 320p. $2.75.

Again the author of *My Friend Flika* weaves from her knowledge of horses and of boys and girls, a story that is more than just a tale. Movement and interest are in the book, but more than these is the sharing with the reader of the author's understanding of life.

SYLVIN, FRANCIS. *Rusty Carrousell.* E. P. Dutton, 1943. 382p. $2.75.

A fictional portrayal of a school teacher's life. If the reader takes seriously this corroded account of Stephanie Camill's personal and public life, he will have a very poor outlook on our educational systems and a jaundiced idea of what schools are doing for the youth of our country.

WOOLCOTT, ALEXANDER. *Long, Long Ago.* Viking press, 1943. 280p. $2.75.

This series of reminiscences of facts, ideas and people that have appealed to Mr. Woolcott is delightfully presented. Reading the book gives the impression of a series of intimate visits with a charming person. People brought into the conversation include a wide range of interest: Lincoln, Helen Keller, Clarence Day, Stephen Foster and hundreds more.

Science and Mathematics

DINGLE, HERBERT. *Sub-Atomic Physics.* Ronald press, c1943. 272p. $2.25.

A good text for use with students who have an elementary knowledge of physical principles. This book contains only part II and part III of the complete treatment of elementary physics. It presents general physics in a general manner.

FEIRER, JOHN L. AND WILLIAMS, RALPH O. *Basic Electricity.* Manual arts press, c1943. 244p. $1.92.

Photos of newest applications to war activities reflect the true purpose of the book —to give prospective soldiers and sailors the foundations they need for ignition systems, radio, etc.

GRAY, GEORGE W. *Science at War.* Harper, c1943. 295p. $3.00.

A unique organization of chapters describing how physicists, electricians, mathematicians, chemists, physicians and psychologists join the war effort.

JOHNSON, WILLIAM H. AND NEWKIRK, LOUIS V. *Fundamentals of Electricity.* Macmillan, 1943. 212p. $1.32.

An oversize-page text that features large, clear, simple diagrams, many demonstrations and practical problems.

JORCH, WILLIAM F. *Aircraft Electrical Systems.* Ronald press, c1943. 208p. $3.00.

An excellent book suitable for the beginner on aircraft electrical systems. It treats, in a general and elementary way, various phases of the electrical circuits, including the ignition of the airplane.

LUNT, JOSEPH R. AND WYMAN, WILLIAM T. *Electricity for Everyone.* Macmillan, 1943. 649p. $2.56.

A fine combination of simple demonstrations and applications to the home and industry, covering all aspects of electrical service in the most modern devices.

ROBERTSON, G. ROSS. *Laboratory Practice of Organic Chemistry.* Rev. ed. Macmillan, 1943. 369p. $2.50.

Sixteen techniques, and sixty laboratory experiments, mostly preparations. Very clear, detailed instructions.

ROBINSON, PEARLE T. AND OTHERS. *Before You Fly.* Henry Holt, c1943. 568p. $2.75.

An elementary but complete presentation of subject matter that is well for a person to know before he takes up actual flying. It is written primarily for high school but is worth any person's time who is interested in flying. It is a preflight in aerodynamics. aircraft structure, engines and propellers, meteorology, instruments and navigation. Very well presented.

RUSK, ROGERS D. *Forward with Science.* Knopf, 1943. 307p. $3.50.

Interpreting for the well-read layman, the upsurges of scientific discovery and modifications of scientific philosophy during the past few decades. Electrons, radio activity, smashed atoms, cosmic rays, materialism and determinism are characteristic topics.

SHAPLEY, HARLOW: RAPPORT, SAMUEL; AND WRIGHT, HELEN, eds. *A Treasury of Science.* Harper, c1943. 716p. $3.95.

Sixty-three selections of literary merit and scientific import, with great diversity as to century, topic, authorship, style and philosophy. A complete reading of this volume would be a liberal education in the laws of life and matter.

TAYLOR, F. SHERWOOD. *The Conquest of Bacteria.* Philosophical library and Alliance book corp., 1942. 175p. $2.00.

As a history of medicine with special emphasis on the development and application of chemical drugs, this book is interesting and profitable reading. Confused by the often over enthusiastic and premature acclaim of the "new" the layman is here informed of the measure of sucess of the newer drugs and of their promise for the future. The writer points out that research which is essential, must not be left to the fine chemical companies because of competition associated with trade, neither should hospitals or universities be responsible. The graphs and diagrams in the books are readily interpreted and graphic.

Social Studies

ALDINGTON, RICHARD. *The Duke: A Life of Wellington.* Viking press, 1943. 405p. $3.75.

Mr. Aldington brings to this biography, his skilled writing and the results of careful study and real insight. The story of *The Duke* is necessarily a long one, but is saved from being tedious by wise selection of what to leave out, together with interesting detail of what is included. The reader comes to feel a real acquaintance with the Duke.

BALDWIN, LELAND DEWITT. *The Story of the Americas.* Simon and Schuster, 1943. 720p. $3.50.

An epic task has been attempted by Mr. Baldwin that of portraying on one large canvas the discoverey, settlement and development of all the Western World. The vastness of the project naturally limits to some extent the value of the book as a primary source for research. But the author has succeeded admirably in unifying the story of the entire western hemisphere in one volume that makes excitingly interesting reading.

BLAKE, KATHERINE D. AND WALLACE, MARGARET LOUISE. *Champion of Women.* Fleming H. Revell, c1943. 224p. $3.00.

The life of the sentimental novelist and New York suffrage leader, Lillie Devereux Blake, written by her daughter in collaboration with a literary adviser. The book's main interest lies in the light it throws upon the suffrage movement from 1869 to 1900 and the personalities of the women concerned.

JOHNSON, HENRY. *The Other Side of Main Street.* Columbia univ. press, 1943. 263p. $2.75.

This is an autobiography of a great teacher of history who for thirty years was a member of the Department of history of Columbia University. Mr. Johnson was and still is the most outstanding authority on the teaching of history. The story of his life as told in this volume should be read by all teachers of history. It is a human interest story full of inspiration for the struggling or successful teacher.

LINGENFELTER, MARY REBECCA. *Wartime Jobs for Girls.* Harcourt, Brace, c1943. 226p. $1.75.

This small volume is written largely for the non-college and high school age girl, with a reading level apropos to them. It tells in an informal and enthusiastic style the pros and cons of work for girls including such jobs as housekeeping, infant nursing, farming, stock raising, millinery and beauty work, laundering, food and war production industry, and jobs in uniform. Probably the best thing the book does is create interest in jobs that are new to many girls and tell what are the demands of each job.

REYNOLDS, GEORGE F. AND CONNORS, DONALD F., comp. *Freedom Speaks.* Ronald press, c1943. 270p. $2.00.

Selections from the imaginative, presenting ideas of freedom and democracy. A fresh and vital presentation of the basic American tradition. Sponsored by the College English Association.

ROSSELL, BEATRICE SAWYER. *Public Libraries in the Life of the Nation.* American library assn., 1943. 105p. $1.50.

Activities and professional opportunities in the public library field are interestingly presented in this book, designed to acquaint young people of college and high-school age with careers in librarianship. Chapters or sections are devoted to outstanding examples of library service in a large city, rural county, small town, work with boys and girls, and special libraries. Useful in vocational guidance and to adults interested in public libraries.

VAN SICKLE, JOHN V. *Planning for the South.* Vanderbilt univ. press, 1943. 255p. $2.75.

A closely reasoned analysis of the South's major economic problems and many competent suggestions for their improvement. Notable for its clear presentation of existing obstructions to the South's development and of the great possibilities of regional planning.

YURCHAK, PETER P. *The Club Leader's Handbook.* Harper, c1943. 166p. $2.00.

Gives the principles of leadership. It's a book that would be useful in the high school curriculum—sane and sensible, good bibliographies.

Texts and Workbooks

AKERS, SUSAN GREY. *Simple Library Cataloging.* American library assn., 1933. 173p. $1.50.

This compact manual is designed to (1) serve as a text for elementary cataloging courses, (2) furnish collateral reading in first year courses, and (3) provide the untrained librarian with adequate directions for classifying and cataloging a small collection of printed materials. Logical arrangement of material, clear concise style and well chosen illustrations make it an indispensable tool for the librarian or teacher-librarian lacking professional preparation.

ALLEN, EDWARD FRANK AND MEADE, MARIANNE. *The Secretary's Encyclo-*

pedia. World pub. co., c1938. 289p. 49c. (Tower books ed.).

So much valuable information is included in this book that it should have a wide sale for home use as well as for school and business use. It is a guide to good use in office and business dealings, but it also contains much ready reference material.

ANSHEN, MELVIN. *An Introduction to Business.* Macmillan, 1942. 640p. $4.00.

Designed to serve as a text for students in their freshmen year. It gives a broad interpretation of the historical background of business, its problems, the present trend and the special business problems of the future. The book is divided into seven individual parts, each describing some particular phase of business. The material is well written, it is not too technical and the arrangement of each chapter in relation to its importance to business is one of the striking features of the book. The selection of questions, problems and projects and the reading suggestions appended to each chapter are planned so as to stimulate the student's interest.

AVERILL, LAWRENCE A. *Introductory Psychology.* Macmillan, 1943. 564p. $2.20.

This is truly a scientific approach to the study of psychology. The text offers direct aid in presenting study techniques. The subject matter of each chapter is intimately correlated with psychological literature. The book is genuine psychology without irrelevant appeals.

BAKER, ARTHUR O. AND MILLS, LEWIS H. *Dynamic Biology Today.* Rand McNally, c1943. 822p. $1.71.

One of the better high school textbooks. Large, superb illustrations, modern methods of organization and a conscious attempt to relate principles to the everyday life of man, characterize this book.

BARTLETT, FRANCIS GRANT AND CRAWFORD, CLAUDE C. *Art for All.* Harper, c1942. 270p. $2.40.

A high school textbook based on the fact that art is important—important in dress, home, school and work and important to every high school boy and girl. It should be of value to teachers of art and consumer education.

BAWDEN, ARTHUR TALBOT. *Man's Physical Universe.* Rev. ed. Macmillan, 1943. 832p. $4.00.

The revised and enlarged edition of a successful science survey text on the college freshman level. Ten units of mingled science and social philosophy are presented with many activities and teaching aids. The useful information given is abundant—for the volume is large; the interpretations for better living in an age of science should stimulate all thoughtful students. The book is also recommended for the high school library as superior reference for all science classes.

BERLIN, MARY K.; NUNES, BELMIRA; FROMBERT, BENJAMIN. *Graphic Transcription.* Gregg pub. co., c1943. 442p. $1.50.

A transcription text for the high school. It includes varied dictation material, shorthand vocabulary previews and the presentation and application of basic English principles. The text is unique in that it offers illustrative pen sketches and thought questions on the content of the transcription.

BRIDGMAN, GEORGE B., ed. *A Handbook of Drawing for Beginners.* Bridgman pub. co., c1941. 80p. $1.50.

Another of the many helpful books on the learning and teaching of drawing that the Bridgman Publishers have sponsored. Although this book is written for small children, it is much better suited to the needs of upper grade or even high school beginners in drawing.

CARLSON, FRED A. *Geography of Latin America.* Rev. ed. Prentice-Hall, 1943. 566p. $4.50.

This, the first college text to cover all of Latin America, from the Rio Grande to Tierra del Fuego, is a straight forward description of the individual countries, their regional subdivisions, resources, and cultural traits. Detailed maps to show location and a guide to the pronunciation of place names are welcome additions in this edition.

CARROLL, FRANKLIN B.; REXFORD, FRANK A.; AND WEED, HENRY T. *Understanding the Universe.* John C. Winston, c1943. 712p. $1.84. (Interpreting science book 3).

Ninth grade general science text, rich in pages, pictures, history, experiments and teaching aids.

DEVRIES, LOUIS. *Introduction to German.* Farrar & Rinehart, c1943. 216p. $1.50.

A very good book for gaining a dictionary reading ability, such as many persons in all communities should and can acquire.

FOERSTER, NORMAN AND STEADMAN, J. M., Jr. *Writing and Thinking.* Rev. ed. Houghton Mifflin, c1941. 447p. $1.50.

The authors have written this text with two purposes in mind: to incorporate the findings set forth in the most important writings on English which have appeared since 1931 and to make a thorough-going distinction between formal and informal writing. They have attempted to recognize the illegitimate claims of both. The organization of the book is particularly good and makes for a quick reference book.

FORKNER, HAMDEN AND OTHERS. *Correlated Dictation and Transcription.* D. C. Heath, c1940. 545p. $1.80.

A dictation and transcription text for the high school, which provides graded material and correlates shorthand, typewriting, and many of the principles of business English. Special attention is given to vocabulary drill punctuation, and the use of good English.

FREEMAN, MELVILLE. *The Story of Our Republic.* F. A. Davis co., c1943. 458p. $1.96.

A textbook which covers the period for 1492 to 1942. It is divided in two parts with 1876 as the dividing line. Each part is divided into units and the units into chapters.

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